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ABSTRACT

This report describes some campus-community partnerships established by the U.S. Department of Housing and Urban Development (HUD). These partnerships between minority-serving institutions and their communities typically take place in small cities and in rural areas. In recent years, these areas have become home to large minority populations. The partnerships described are spearheaded by smaller schools, many of them community and technical colleges. In site of small size and limited budgets, these colleges and universities wield power in their communities that is rooted in a long history of involvement in local neighborhoods. This report celebrates the accomplishments of the minority-serving institutions that participate in four HUD grant programs: (1) the Historically Black Colleges and Universities (HBCU) program; (2) the Hispanic-Serving Institutions Assisting Communities program; (3) the Tribal Colleges and Universities program; and (4) the Alaska Native/Native Hawaiian Institutions Assisting Communities program. Following an introductory chapter, chapter 2 describes how the grant programs were organized and whom they serve. Chapter 3 offers a glimpse of the kind of work the 26 grantees and their community partners are carrying out to revitalize neighborhoods, assist businesses, bridge the digital divide, and provide social and supportive services and programs that help residents create a healthier present and ensure a brighter future. Appended are: (1) Map: Office of University Partnerships Grantees, 1994-2002; and (2) OUP (Office of University Partnerships) List of Grantees, 1994-2002. (SLD)

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Minority-Serving Institutions of Higher Education

Developing Partnerships To Revitalize Communities

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Minority-Serving Institutions of Higher Education

Developing Partnerships To Revitalize Communities

January 2003

U.S. Department of Housing and Urban Development
Office of Policy Development and Research
Office of University Partnerships

FOREWORD

In the early 1980s, the U.S. Department of Housing and Urban Development began to focus attention on the important but sometimes overlooked local accomplishments of colleges and universities that primarily serve minority students. Not only were these institutions of higher education committed to helping African-American, Hispanic, and Native American students reach their full potential, many of them also were involved in stabilizing and improving nearby neighborhoods.

Over the past two decades HUD has focused more attention and directed more assistance to Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges, and Alaska Native/Native Hawaiian Institutions. We have encouraged these respected schools of higher education to work as partners with their neighboring communities and empowered them with Federal funds and programs that could attract additional resources. The result has been a significant increase in neighborhoods that have gone from distressed to desirable and a marked increase in the number of minority students who choose careers in urban affairs.

Today, HUD's Office of University Partnerships (OUP) works with scores of schools and hundreds of their initiatives throughout the Nation. With four separate grant programs, OUP gives minority-serving institutions the financial tools and technical assistance they need to help people and places. Our new report on HUD's grant programs for minority-serving institutions is filled with examples of the creativity and zeal these grantees display.

Across the country, these schools of higher education are working with community partners to improve neighborhood infrastructure, assist and encourage new businesses, provide job training for the unemployed and underemployed, offer important social and supportive services, guide young people toward brighter futures, and introduce communities to the new technologies that will help them compete in today's fast-moving economy.

They also give these communities new hope—not only by helping to solve local housing and development problems but by helping to preserve the cultural heritage that keeps minority communities vibrant, strong, and resilient. They are valued educational partners with the U.S. Department of Housing and Urban Development. We are proud to assist them in all of their endeavors, from community empowerment to educating a new generation of Americans to be the best and the brightest in our Nation's history.

Mel Martinez

Mel Martinez
Secretary
U.S. Department of Housing and Urban Development

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Chapter 1: About This Report

In summer 2000, the Office of University Partnerships (OUP) at the U.S. Department of Housing and Urban Development (HUD) released *Colleges and Communities: Gateway to the American Dream*. The report presented an overview of the Community Outreach Partnership Centers (COPC) program, which was established in 1994 to help institutions of higher education (IHEs) work together with community partners to revitalize distressed communities. More than 140 colleges and universities have participated in the program thus far, establishing long-term partnerships that are improving the quality of life in urban neighborhoods throughout the country. With their significant physical, economic, political, technical, and intellectual assets, universities and colleges clearly are well suited to this work.

Now, in 2002, this new OUP report brings attention to other campus-community partnerships established by HUD. These partnerships between minority-serving institutions and their communities typically take place in small cities such as Modesto, California, and in rural areas such as Lawton, Oklahoma. In recent years, these areas have become home to large minority populations. The partnerships are spearheaded by smaller schools, many of them community and technical colleges. Despite their small size and limited budgets, these colleges and universities wield considerable power in their communities. That power is rooted in the institutions' long history of involvement in local neighborhoods, where they have been working for decades to solve chronic problems and to preserve the cultures that typically bind ethnic groups together and give them their strength.

In this report, HUD celebrates the accomplishments of the minority-serving institutions that participate in four HUD grant programs:

- The Historically Black Colleges and Universities (HBCU) program.
- The Hispanic-Serving Institutions Assisting Communities (HSIAC) program.
- The Tribal Colleges and Universities Program (TCUP).
- The Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) program.

Minority-serving institutions can be found in both rural and urban communities, many of which are struggling to adapt to a changing world.

Challenged Communities

Minority-serving institutions can be found in both rural and urban communities, many of which are struggling to adapt to a changing world. Both types of communities have been affected to varying degrees by shifts in demographic trends, economic structures, land-use patterns, social forces, government policies, and funding patterns. In many cases these shifts—especially the continuing suburbanization of both business and agricultural centers—have helped concentrate and isolate poverty-stricken populations in communities characterized by physical, social, and economic losses. These communities face numerous and complex issues, including how to:

- Provide adequate education for their children.
- Offer adequate and affordable healthcare to young and old alike.
- Prepare residents for better-paying jobs.
- Build affordable housing.
- Reduce crime and other social dysfunction.
- Enhance residents' cultural life.

These challenges can be daunting, but distressed communities are confronting them head-on by forming strong coalitions that include community leaders, politicians, nonprofit organizations, private corporations, foundations, and IHEs. Minority-serving colleges and universities play a unique and vital role in these coalitions.

Unique and Powerful University Resources

Minority-serving colleges and universities can provide significant, and often untapped, resources that hold enormous value for communities. Education is their most obvious resource. As multidisciplinary educational institutions, minority-serving institutions serve as repositories of knowledge and centers of research, original thinking, and innovative ideas. Faculty members and students can offer their neighbors talent, expertise, and problem-solving skills that are relevant to many facets of community life. Schools also can bring knowledge of various disciplines, including healthcare, education, economics, sociology, environmental management, business, information technology, architecture, urban design, administration of justice, and urban planning, to bear on local issues. Specifically, minority-serving institutions can help local communities:

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- *Shape their physical character.* For example, architecture and planning programs work with local community development corporations and community-based organizations to revitalize distressed neighborhoods. Business schools lend their expertise to neighborhood entrepreneurs, helping them breathe new life into abandoned commercial and retail districts.
- *Shore up their economies.* Colleges and universities typically are the largest employers in their communities. They also regularly purchase large amounts of goods and services from local businesses. Faculty, staff, and students generate demand for housing near the university and spend money in local retail establishments. In addition, minority-serving institutions lend credibility and visibility to local projects and help communities leverage additional resources to fund community efforts.
- *Celebrate local culture.* Minority-serving institutions help communities plan cultural events and celebrations, give area residents an opportunity to participate in fine and performing arts classes and performances, and help to preserve the best in local culture, history, and traditions.

Enlightened Self-Interest

By helping communities address critical needs, minority-serving institutions are also furthering their own missions. Educators and students who work on community projects learn valuable lessons from the practical application of ideas and, more important, from residents who have an intimate understanding of neighborhood challenges. These community-based experiences offer faculty and students insights into the nature of urban problems and public policies. This work also leads some students to make a long-term commitment to community work.

On a more pragmatic level, neighborhood revitalization often means the institution's revitalization. Minority-serving institutions are learning that they and their neighbors have common interests and concerns best addressed when a good working relationship exists between them. Concerns that affect both campus and community, such as crime and safety, are better addressed cooperatively. Working together creates a common bond as well as a common front.

HUD's Role as Facilitator

HUD created OUP in 1994 because it recognized that local problems are best solved at the local level through partnerships that engage all stakeholders.

During the past 8 years, HUD's support has helped OUP grantees and their partners leverage millions of non-Federal dollars, create innovative models for community revitalization, and institutionalize campus-community relationships that will continue to develop and mature. OUP grant programs provide a support system and a framework that motivates minority-serving institutions and their communities to solve problems in their own ways. As a result, OUP grantees are adapting their missions, curriculum, and faculty rewards to reflect the maturing partnerships and community activities that they are nurturing.

The following chapters illustrate how community partnerships have become a way of life at minority-serving colleges and universities nationwide. Chapter 2 describes in more detail how the grant programs for minority-serving institutions are organized and whom they serve. Chapter 3 offers a glimpse of the kind of work that 26 grantees and their community partners are carrying out to revitalize their neighborhoods, assist businesses, bridge the digital divide, and provide social and supportive services and programs that help residents create a healthier present and ensure a brighter future.

CHAPTER 2: PROGRAMS

Institutions of higher education (IHEs) that serve minority populations are unique both in their missions and in their day-to-day operations. Some of these colleges and universities are located in remote regions of the country, whereas others serve congested urban neighborhoods. Their constituents range from Native Americans, the country's oldest residents, to Hispanic Americans, who count themselves among its most recent arrivals. Some minority-serving institutions are only a few decades old, whereas others, particularly the Historically Black Colleges and Universities (HBCUs), have been striving for more than a century to give their constituents the social and educational skills needed to overcome racial discrimination and limited economic opportunities.

Through executive orders and special legislation enacted over the past 20 years, the Federal Government has helped focus national attention on the challenges facing minority-serving institutions. These special initiatives have let minority-serving institutions access Federal funds and leverage other resources on behalf of their students and communities. The OUP grant programs are a direct result of this national attention.

Historically Black Colleges and Universities Program

The first of what were to become the HBCUs was established in Pennsylvania in 1837 to provide education for freed slaves who had made their way north. Like many of the other early schools that became HBCUs, the Institute for Colored Youth at Cheyney University in Philadelphia offered only elementary and high school instruction, because most African Americans of the day were not ready for college-level courses.

Over the past 165 years, these schools became reliable sources of quality higher education for both black and white Americans. They also became strong partners in their communities. Today, approximately 106 HBCUs are located in 20 States, the District of Columbia, and the U.S. Virgin Islands. These institutions include accredited 2- and 4-year colleges and universities as well as graduate and professional schools.

Committed to helping African Americans gain equal educational opportunity, the HBCUs have longstanding historical ties to their communities. In addition to offering a host of degree and nondegree programs that help their students improve themselves, HBCUs also have taken aggressive steps to improve their neighborhoods and help local residents improve their lives. Typically, the communities that HBCUs call home served as centers for African-American business and culture for many decades until commercial declines brought with them urban blight, increased crime, and drug-related problems.

Through executive orders and special legislation enacted over the past 20 years, the Federal Government has helped focus national attention on the challenges facing minority-serving institutions.

HBCU efforts to revitalize these neighborhoods often have included the establishment of community development corporations that have taken on the responsibility of building decent and affordable housing, improving neighborhood aesthetics, and attracting commercial enterprises to previously underserved communities. HBCUs are also actively involved in job training and educational programs that provide both children and adults with a good foundation on which to build future opportunities.

Many HBCU-initiated community development activities are carried out with Federal funds. These funds became available in 1980, when President Jimmy Carter signed Executive Order 12232 establishing a Federal program "to overcome the effects of discriminatory treatment and to strengthen and expand the capacity of historically black colleges and universities to provide quality education." Similar executive orders were later issued by President Ronald Reagan (Executive Order 12320), President George H. Bush (Executive Order 12677), and President Bill Clinton (Executive Order 12876). Thirty Federal agencies, including HUD, participate in the most recent Executive order, under which HUD's HBCU program was established.

Hispanic-Serving Institutions Assisting Communities

Like HBCUs, Hispanic-Serving Institutions (HSIs) play a critical role in educating members of ethnic communities throughout the United States. The White House includes 203 IHEs on its list of HSIs.

The U.S. Congress formally recognized campuses with high Hispanic enrollment in 1992. This legislation made HSIs eligible to receive targeted Federal appropriations, including OUP funds. To qualify for these appropriations, HSIs must be accredited and degree-granting public or private nonprofit institutions with at least 25 percent or more full-time undergraduate

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Hispanic students. In addition, at least one-half of a college or university's Hispanic population must be considered to be low-income.

As might be expected, poverty is a major issue faced by HUD grantees as they work with their partners to improve local Hispanic communities. In the urban areas of the northeast and west, poverty often results from a severe lack of employment opportunities, especially in highly industrial areas where Hispanic immigrants once flocked for good jobs. For example, in cities such as Lawrence, Massachusetts, and Albuquerque, New Mexico, declining industrial economies have resulted in fewer jobs that pay well for Hispanic individuals who have low educational levels. In contrast, throughout California and other agricultural areas, a dependence on seasonal agriculture work forces many Hispanic laborers to spend a portion of each year unemployed.

Hispanic-Serving Institutions Assisting Communities (HSIAC) grantees have been working aggressively with their local partners to offer new economic opportunities to their Hispanic constituents. Many grantees help local residents establish businesses that capitalize on professional occupations they pursued before coming to the United States. Others try to give Hispanic Americans the skills they need to move beyond low-level, service-sector jobs. No matter what their particular focus, all grantees begin their efforts with education, teaching their constituents business, job-training, and language skills so they can participate fully in the mainstream American economy.

Programs Serving Native Americans, Alaskans, and Hawaiians

Serving America's native populations—whether they live in the West, Alaska, or Hawaii—is the priority of two OUP programs.

As its name implies, the Tribal Colleges and Universities Program (TCUP) assists IHEs located in some of the most remote regions of the continental United States. Although the Native Americans served by these IHEs come from tribes that existed before the United States did, most tribal colleges are fairly new. The majority were established in the past 25 years by tribal leaders troubled about what they perceived as a lack of educational opportunities for their young members.

The first tribal colleges were established in the late 1970s in a remote reservation community of the Navajo nation. More than two decades later, a 1996 Executive order ensured that all tribal colleges would have full access

The OUP grant programs featured in this report expand the effectiveness of minority-serving institutions by addressing community development needs such as neighborhood revitalization, housing, and economic development.

to the Federal programs that benefit other IHEs. Thirty Federal departments and agencies, including HUD, participate in this Executive order.

Active engagement in community life has always come naturally to tribal colleges, because their constituents depend heavily on college-sponsored programs that include basic education, counseling services, and economic development initiatives. High unemployment, poverty, and low educational attainment characterize the residents of the reservations that most of the 31 tribal colleges serve.

The Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) program assists colleges and universities that serve the native populations in the Nation's 49th and 50th States. At least 20 percent of the undergraduates at an Alaskan college or university must be natives for the school to qualify for this program. Native Hawaiians must make up at least 10 percent of the enrollment of the Hawaiian colleges and universities participating in this grant program.

The "neighborhoods" served by Alaska Native and Native Hawaiian-serving institutions are very different from the multiblock areas that inner-city IHEs call home. In Alaska, a college's target area may be measured in thousands of square miles, whereas in Hawaii, a college's neighbors may live on another island accessible only by ferry or airplane. This geographic isolation often contributes to the issues of unemployment, low educational advancement, and economic development that AN/NHIAC grantees face. Isolation also makes solving these problems more challenging.

Using their unique understanding of native cultures, AN/NHIAC grantees have been able to find creative ways to revitalize their target areas. By carefully blending modern communication and educational methods with a respect for native languages and traditions, these grantees help their constituents move forward while ensuring that they do not forget the valued places from which they have come.

Program Structure

The OUP grant programs featured in this report expand the effectiveness of minority-serving institutions by addressing community development needs such as neighborhood revitalization, housing, and economic development. Activities must meet both a Community Development Block Grant (CDBG) program national objective and CDBG eligibility requirements. Programs must benefit low- or moderate-income individuals, aid in the

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prevention of slums or blight, or meet other community development needs. These needs also must have a particular urgency either because they pose a threat to the health and welfare of the community or because other financial resources are not available to address them.

Examples of activities that minority-serving institutions can carry out with HBCU, HSIAC, TCUP, or AN/NHIAC funds include:

- Acquiring property.
- Clearing lots and demolishing rundown buildings.
- Rehabilitating residential structures.
- Acquiring, constructing, rehabilitating, or installing public facilities and improvements such as streets and water and sewer lines.
- Assisting with the temporary relocation of individuals, families, businesses, nonprofit organizations, and farm operations.
- Providing direct homeownership assistance.
- Providing technical or financial assistance to establish, stabilize, or expand microenterprises, including minority enterprises.
- Helping community development organizations carry out neighborhood revitalization.
- Providing public service activities, including those concerned with employment, crime prevention, childcare, healthcare, drug abuse, education, fair housing counseling, energy conservation, homebuyer downpayment assistance, and recreational needs.
- Offering fair housing services designed to further the fair housing objectives of the Fair Housing Act.

Chapter 3: Action Plans

Campus-community partnership activities vary widely, but they are always part of larger, more comprehensive, and sustained community revitalization efforts. Project designs are often customized to address a neighborhood's unique assets and challenges and are carried out in collaboration with community stakeholders who work together to assess and prioritize local problems, work toward solutions, and take full advantage of local opportunities.

This chapter takes a closer look at the specific activities that 26 OUP grantees are carrying out in their neighborhoods. These activities fall into six major categories:

- Neighborhood revitalization.
- Business assistance.
- Job training.
- Social and supportive services.
- Youth programs.
- Technology initiatives.

Neighborhood Revitalization

Minority-serving institutions often do not have to look far to determine the most obvious needs in their communities. A drive down a neighborhood's main street often tells a powerful story of decline, seen through dilapidated homes, vacant lots, and rundown or boarded-up commercial establishments. Often behind the physical deterioration lurk sad stories of unemployment and lost opportunity. Sometimes the decline is so complete that it is hard to know where to begin the revitalization process.

Fortunately, many HUD grantees do know where to begin. These grantees have been active members of their communities for decades. They remember the thriving communities that their neighborhoods once were. They know the community well enough to understand that behind the outward deterioration remain valuable assets such as vibrant faith-based communities, hard-working neighborhood organizations, and important government allies. These are assets that can help turn communities around as

Minority-serving institutions take varied approaches to neighborhood revitalization, which are often customized to their particular communities.

minority-serving institutions exert the leadership necessary to bring together community partners and make change happen.

Commercial development. Minority-serving institutions take varied approaches to neighborhood revitalization, which are often customized to their particular communities. For example, **LeMoyne-Owen College** *(page 16)* in Memphis, Tennessee, and the **University of Arkansas–Pine Bluff** *(page 24)*, both Historically Black Colleges and Universities (HBCU) grantees, began their neighborhood revitalization campaigns by attracting commercial enterprises to their target areas. Oklahoma's **Langston University** is using its HBCU funds to build the first part of a planned 45,000-square-foot commercial/retail/civic plaza. Project partners, which include the U.S. Department of Agriculture and Southwestern Bell Corporation, hope the plaza will help revitalize the city of Langston's economy and provide new jobs for unemployed and underemployed residents. The plaza's first phase, a 10,000-square-foot retail space, should be completed by December 2002.

Housing. **Johnson C. Smith University** *(page 22)* in Charlotte, North Carolina, has focused its neighborhood revitalization efforts on creating a mix of commercial and housing developments that it hopes will breathe new life into the 12 city neighborhoods in which it works. This strategy has succeeded in changing the face of Charlotte's Lincoln Heights neighborhood, where the university's Community Development Corporation (CDC) has demolished dilapidated housing, built market-rate townhouses, and developed a large retail complex. The overall goal of the project has been to increase home-ownership in the neighborhood and, in the process, increase the area's financial status.

That same goal has driven neighborhood revitalization efforts at **Norfolk State University** *(page 18)* in Virginia, which began by building affordable housing. The university's CDC sought homeowners to bring new stability to the neighborhood and create an atmosphere conducive to commercial and industrial development. After working with community partners to build 78 new homes, the university is planning to develop a multimillion-dollar research and technology development park that will house a business incubator, a research center, a workforce development program, and the area's only broadband Internet server.

Not all neighborhoods require large-scale housing construction nor can all minority-serving institutions afford to take on such projects. Many other colleges and universities are doing their part, on a smaller scale, to improve their local neighborhoods. For example, **Benedict College** in Columbia,

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South Carolina, has been using an HBCU grant to provide safe and affordable housing to its African-American neighbors. The project is being carried out in partnership with the city of Columbia CDC, Freddie Mac, Fannie Mae, and the South Carolina State Housing Authority, among others. The college already has renovated one home and built a new one; both have been purchased by first-time homebuyers from the surrounding community. Benedict now is overseeing the construction of four new affordable housing units in an area dominated by rental housing. The college is supplementing its construction efforts with fair housing and homebuying workshops to educate residents about the intricacies of purchasing a home.

Oakwood College *(page 20)* in Huntsville, Alabama, and **Albuquerque Technical Vocational Institute** (ATVI) *(page 14)* in New Mexico also have taken a seemingly small-scale approach to revitalization by making minor repairs to older homes in their communities. Both schools have found that these small programs are among their most successful. Oakwood College has used private contractors to repair 19 homes in its target area and plans to add 20 homes to the program in the next 2 years. ATVI's home repair program takes advantage of labor donated by students enrolled in the institute's Trades and Service Occupations and Technologies Department. In addition to offering valuable experience to trades students, the program will ensure the repair of 20 homes by December 2002.

Solving environmental problems. Some neighborhoods face challenges that cannot be solved by developing housing or enticing commercial ventures to set up shop in a neighborhood. For example, when **Xavier University of Louisiana** (XULA) looked into revitalizing Gert Town, Louisiana, it knew it would not get far without addressing the neighborhood's environmental blight, created when the Thompson-Hayward Chemical plant closed and left behind herbicides, pesticides, and fungicides. Although the plant closed 20 years ago, the building remains standing and residents continue to fear a toxic presence. To help Gert Town residents reclaim their environment, the university is working with the Xavier Triangle Neighborhood Development Center (XTNDC) and several environmental and construction companies to teach residents how to perform environmental cleanup. XULA and its partners have already trained 13 residents in general construction, hazardous material containment, and lead and asbestos abatement. These residents now are qualified to obtain jobs with companies, including XTNDC, which will be carrying out environmental work in the area.

Read the following accounts to learn more about how HUD grantees are revitalizing their neighborhoods.

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Albuquerque Technical Vocational Institute

Albuquerque, New Mexico

Simple Home Repairs Have Big Impact on Campus-Community Relations

An elderly homeowner living in the Barelas neighborhood is enjoying a new heating system thanks to plumbing students at Albuquerque Technical Vocational Institute (ATVI). The students recently installed the system free of charge after finding out that the woman had been heating the rear portion of her home with kitchen stove burners.

"It was an incredible fire danger," says John Walstrum, director of instruction. "The woman didn't have the money to make the repair and probably didn't even realize just how serious the problem was."

Students in ATVI's Trades and Service Occupations and Technologies Department have been making friends in Barelas since late 2001, when they began visiting local homes to install sewer lines, renovate nonworking bathrooms, and repair screen doors. They are participating in a minor home repair program that ATVI inaugurated to "do some good things" in the community and, at the same time, provide students with practical work experience in the plumbing, electrical, and heating trades. Using $25,000 in Hispanic-Serving Institutions Assisting Communities (HSIAC) funds, students will complete 25 home repair projects by the end of 2002. After that, Walstrum hopes to garner support from several national hardware chains to help continue the program.

The ATVI program only takes on home repair projects that cost between $500 and $1,000. This budget restriction limits the students to simple repairs, in an effort to help as many local residents as possible with available funds. The kind of repairs that ATVI students carry out are still beyond the means of most Barelas homeowners.

Part of Albuquerque's historic district, Barelas was settled in the late 17th century as a stop along El Camino Real, the "royal road" that connected New Mexico and Mexico City. The neighborhood served as a railroad hub during the first half of the 20th century, but the advent of the interstate road system in the 1950s caused the railroad industry, and the relative prosperity of Barelas, to decline. In 1990 46 percent of the predominantly Hispanic population lived in poverty, and more than one-half (68 percent) of the neighborhood's housing units were at least 50 years old.

The home repair program operates from the offices of the Barelas CDC, a major program partner. Low-income residents interested in having repair work done come to the CDC to request assistance, after which an estimator makes a site visit to determine whether the project falls within the program's budget limitations and whether ATVI students have the expertise needed to complete the job. If the project qualifies, students complete the work under the guidance of an ATVI instructor. Between 60 and 80 students are expected to work in the program before it ends in December 2002.

Although individual repair projects tend to be fairly simple, Walstrum has high hopes for the program's effect on the Barelas community. Primarily, he hopes that homeowners who are pleased with their repairs will participate in other HSIAC activities carried out by the college. These activities include a small business assistance program, a computer center, and general education courses.

"Hopefully, as a result of this project, people in the Barelas community will begin to see this college as a place that has served them well and can continue to do so," says Walstrum. "That's our simple goal."

For more information, contact John Walstrum at (505) 224–4427.

LeMoyne-Owen College

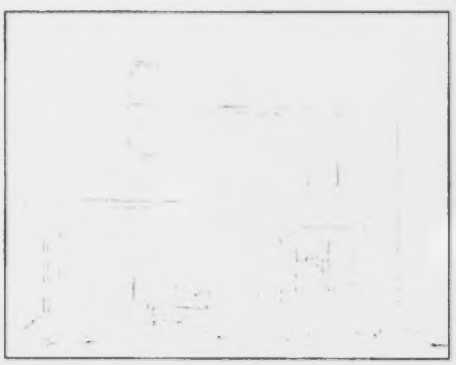
Memphis, Tennessee

Memphis CDC Goes the Extra Mile To Ensure Success of City's Revitalization

When Jeffrey T. Higgs launches a community development project in the neighborhood surrounding LeMoyne-Owen College, he does not just cross his fingers and hope for the best. Higgs and his staff at the LeMoyne-Owen College Community Development Corporation (LOCCDC) are used to going the extra mile to ensure success.

In 1999, for example, LOCCDC used $270,000 in HBCU funds to establish a revolving loan fund to support area small businesses in the LeMoyne-Owen neighborhood. Today, the fund enjoys a 97-percent repayment rate, owing largely to the CDC's active involvement with the 18 businesses who each borrowed up to $15,000. To ensure the businesses' success, the CDC asked the college's School of Business to offer technical assistance to borrowers and has even helped some clients obtain contracts with the college.

Taking a similarly active approach, the CDC convinced the National Bank of Commerce to establish the neighborhood's first full-service bank branch, then committed itself to helping the bank secure the $3.5 million in deposits it needed to remain open. CDC staff succeeded in convincing the college, several local churches, and a local museum to deposit at least some of their money in the branch. It even transports local senior citizens to the bank each month in a 28-passenger, HBCU-financed bus.



"We knew if we could convince a bank to come into the neighborhood it would really send a sign to people that the neighborhood was on its way back," says Higgs. "They (the bank) made a commitment to us, and we decided to help them."

The LeMoyne-Owen community, a neighborhood of 15,000 residents, was once revered as the birthplace of

some of Memphis' most prominent African-American citizens. Despite its illustrious past, the neighborhood has deteriorated in recent years as large numbers of residents moved to the suburbs, leaving behind what quickly became a poverty-stricken, crime-ridden, and drug-invested community. The neighborhood's average annual income is $7,000, and, until recently, it had the highest crime rate in the city.

Now poised to share in a revitalization that has transformed downtown Memphis, the LeMoyne-Owen community is beginning to change. A $50 million HOPE VI project has already transformed one end of the neighborhood, and a new $30 million project to turn the once-famous Stax Recording Studio into a museum promises to bring tourists to the other end.

To capitalize on the new development, LOCCDC used HBCU funds to help establish four neighborhood associations and two merchant associations through which residents could gain a voice in local decisionmaking. The corporation received a $300,000 grant from the U.S. Department of Justice to combat local violence, then persuaded the city of Memphis to establish two police substations in the neighborhood. The CDC is using $300,000 in State and Federal funding to launch a Build-A-Block Initiative that will upgrade the community's housing one block at a time.

The first phase of the housing project, which is financed by HBCU funds, the Tennessee Housing Development Agency, the city of Memphis, Fannie Mae, and the Memphis Community Development Partnership, involves a makeover of College Street, a major neighborhood thoroughfare. In addition to the installation of new lighting and new sidewalks, the project includes building new homes or rehabilitating existing ones on 12 lots.

"The key to our success has been getting the community on board," says Higgs. "Not everyone always agrees, but at the end of the day everybody wants a good neighborhood that is safe and clean and has decent housing in it."

For more information, contact Jeffrey Higgs at (901) 942–7310 or e-mail him at jeffrey_higgs@nile.lemoyne-owen.edu.

NORFOLK STATE UNIVERSITY

Norfolk, Virginia

18

Housing Campaign Changes Neighborhood's Character

A 9-year campaign to build new housing in the Brambleton neighborhood has succeeded in revitalizing both the area's infrastructure and its economy. The campaign, a partnership between the Norfolk State University (NSU) Urban Revitalization CDC and a local faith-based organization called Plumbline Ministries, has brought 78 new homes, $8 million in infrastructure improvements, and a new economic climate to a neighborhood that was blighted and deteriorating. The CDC constructed 18 of those homes, while Plumbline Ministries built 60 additional houses with financial and technical assistance from NSU.

"When I arrived here in 1993, Brambleton was like most urban neighborhoods," says CDC Executive Director Thomas Dawes. "Suburban flight had taken place and most of the professionals had left the city. Many of the homes were either boarded up or vacant."

Brambleton had already been targeted for revitalization, says Dawes, "but we realized that it was going to take some partnerships to bring about the type of momentum needed to change the face of the community."

Those partnerships got their start in 1993 when Norfolk State received its first $500,000 HBCU grant. Over the next 2 years, the university spent $200,000 to renovate eight single-family homes in the community with help from unemployed and underemployed residents who were trained through the university's Department of Construction and Technology.

Buoyed by the success of its rehabilitation project, the CDC then teamed up with Plumbline Ministries to build 60 new

homes throughout the community during the next 7 years. Plumbline uses its building expertise to manage the actual construction of homes, and the CDC provides financial and technical assistance. The university has used about $1 million in HBCU funds to acquire building lots and to subsidize the purchase price of new homes so they remain affordable.

Other partners in the revitalization project include the Norfolk Redevelopment and Housing Authority, which has donated land, and the city of Norfolk, which has spent more than $8 million bringing Brambleton's infrastructure up to date so that it can support the new housing. Infrastructure improvements completed to date include water and sewer upgrades, roadwork, demolition of property, acquisition of land, and the construction of a 2-block retention pond in a floodprone area.

The two-story, 2,400-square-foot homes sell for between $95,000 and $125,000, but many buyers have received HBCU-funded subsidies of $25,000 toward their home purchases. As a result, the new homeowners pay between $520 and $600 per month in mortgage payments, an amount comparable to what they paid as renters, says Dawes.

Since the revitalization began, Dawes says the whole physical and economic character of Brambleton has changed.

"We are finding that our first-time homeowners are looking for upper mobility in terms of employment," he says. "Their view has changed and their vision has changed from when they were renters. Now we have more households with one or two individuals working and it is creating a new economy for a community that had been depressed."

For more information, contact Thomas Dawes at (757) 823–2372.

OAKWOOD COLLEGE

Huntsville, Alabama

20

Oakwood College Finds Niche Repairing Its Neighbors' Homes

As soon as Oakwood College established the Terry Heights CDC in the late 1990s, it decided to use HBCU funds to purchase, rehabilitate, and resell dilapidated homes in the city's Terry Heights/Hillandale neighborhood. The CDC completed the work within 2 years, sold two of the homes through a lease-to-purchase arrangement, and converted a third into a community center that still serves the neighborhood. Project Director Marcia Adams Burnette says that the CDC then began looking for an even more practical way to improve the lives of neighborhood residents.

"We didn't realize, at first, all that was involved in purchasing and renovating old, abandoned houses and reselling them," says Burnette. "You might pay $15,000 to $20,000 for a piece of property and then put $40,000 to $50,000 into the house just to get it saleable. Then you must make sure that the house is not priced out of the range of residents who need affordable housing."

When Oakwood received a second HBCU grant in 2000, the CDC decided to look for new ways to stretch program dollars and, at the same time, serve more residents. Oakwood decided to focus its activities on carrying out repairs to owner-occupied homes that had been cited for code violations by the city of Huntsville. During the next 2 years, the CDC spent $180,000 to rehabilitate 19 homes in the neighborhood. Local response to the program has been so positive that the corporation plans to rehabilitate an additional 20 homes in the next 2 years.

"This was a good choice for us," says Burnette. "We have found that when you renovate owner-occupied homes, you touch more people, and they see very quickly the benefits of what you are trying to do."

On average, each home in the rehabilitation program receives between $6,000 and $8,000 in renovations aimed at eliminating major safety hazards.

"We went into houses and found out that residents had been living without plumbing for 2 years," says Burnette. "We saw situations where water pipes and electrical wires are all mixed up, making the house a fire trap. We saw rotting floors and foundations that were sinking into the ground. Many of the homeowners are senior citizens, a substantial number have disabilities, and they just can't afford to have their homes repaired."

Rundown homes and blighted neighborhoods have been a problem in Terry Heights/Hillandale for many years. Almost one-quarter (22 percent) of the city's 655 homes have been assessed by the city of Huntsville as needing minor to major repairs, and more than one-half (334) have been issued citations by Huntsville's code enforcement staff. Huntsville's Community Development Department is working with the Terry Heights CDC to identify the neighborhood homes most in need of help. The CDC oversees and pays the contractors who carry out repairs.

Because contractors have guaranteed their work for a full year, Burnette says she is often the person homeowners call when they need a followup repair visit.

"I find it very satisfying when I can help a resident who calls me and says 'I've got a little problem, can you send someone over?'" says Burnette. "You might say that answering requests like this is not what we are all about. But, to tell you the truth, we have come to understand that, in fact, that's really what we're all about."

For more information, contact Marcia Adams Burnette at (256) 726–7139.

JOHNSON C. SMITH UNIVERSITY

Charlotte, North Carolina

22

CDC Stabilizes Charlotte Neighborhood by Creating Land Use and Economic Mix

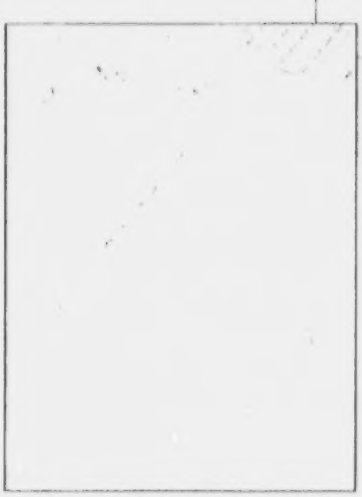
The Northwest Corridor CDC is changing the face of the Lincoln Heights neighborhood by replacing a rundown supermarket and dilapidated neighborhood housing units with a mixture of new stores, rental housing for low-income elderly residents, and market-rate townhouses. The CDC, established in 1991 by Johnson C. Smith University, has used HBCU funds to carry out revitalization activities in 12 city neighborhoods during the past 10 years.

Home to 2,000 residents, Lincoln Heights is considered a threatened neighborhood because of its poverty level and aging infrastructure. On average, local residents earn only $16,000 a year, compared with other Charlotte residents who have a median income of $64,000. Primarily, the Northwest Corridor CDC has focused its attention on helping Lincoln Heights increase the number of owner-occupied housing units within its borders. (Sixty percent of the neighborhood's housing consists of rental units.)

"In certain communities like Lincoln Heights, a high percentage of rental housing typically goes hand in hand with a lower level of income and other negative elements," says CDC Executive Director Steven Washington. "When you have dilapidated housing, you also have a higher propensity for crime and drug activity."

The first component of the Lincoln Heights revitalization actually took place in an adjacent neighborhood. In 1995 the CDC joined forces with private investors and the NationsBank CDC to develop the University Village Shopping Center in the University Park neighborhood. The 55,000-square-foot center replaced a dilapidated food store. The site now houses a 25,000-square-foot Food Lion supermarket, a Revco pharmacy, a Subway sandwich shop, and a U.S. Post Office branch.

In addition to providing badly needed retail space, the shopping center is helping the CDC attract both investors and residents to Lincoln Heights. For example, residents of the CDC's new 60-unit elderly housing project, called LaSalle at Lincoln Heights, are pleased with the convenience of having a shopping center just 2 blocks away. Washington hopes that the shopping center also will help attract higher income buyers to the CDC's two new townhouse developments, set to open next year. Vantage Point, a 26-unit development located next door to the LaSalle, will feature three-bedroom homes that will sell for $95,000 after homeowners receive a $15,000 subsidy. Phoenix Rising, located across the street, will include 25 smaller three-bedroom units that will sell for $85,000 after buyers receive a $10,000 subsidy.



About 40 dilapidated housing units have been purchased and demolished using bank financing and private investments to make way for the apartment building and townhouses. The new construction was financed with a mix of private investment, tax credits (for the elderly housing project), city loans, and bank financing. The city of Charlotte and the North Carolina Housing Finance Agency are providing the homeowner subsidies.

Although the new housing projects promise to change the entire look of Lincoln Heights, Washington hopes they also will increase the neighborhood's homeownership rate and infuse new prosperity into its economy.

"If you are going to revitalize a neighborhood, you can't just build $50,000 homes," says Washington. "If you do, then all you're ever going to have is $50,000 homes. In order for this community to grow and to be able to attract retailers and home development, you need to attract folks who have a higher income and can afford more house. If a neighborhood is going to be sustained over time you want to create a balance, and that is what we are trying to do."

For more information, contact Steven Washington at (704) 378–1269.

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University of Arkansas–Pine Bluff

Pine Bluff, Arkansas

University Pursues Commercial Revitalization To Spur Neighborhood Prosperity

The name "University Park" has a prosperous ring. Yet this neighborhood near the University of Arkansas–Pine Bluff lacks basic commercial amenities and features only one national retailer. However, major commercial developers are now showing interest in University Park, spurred by the university's neighborhood revitalization project.

As part of these revitalization efforts, the University of Arkansas–Pine Bluff is seeking to attract new anchor businesses and microenterprises to a 17,000-square-foot complex of soon-to-be-renovated underutilized buildings in University Park. The university is acting as developer and manager of this new commercial complex.

"By attracting new businesses and nurturing entrepreneurs, this project is empowering the university to start taking a more active role in recruiting and retaining businesses in our neighborhood," explains Henry Golatt, the university's project developer. For instance, one large private developer that would not even look at the neighborhood before is now talking about making a large future investment.

The strong commitments made by the university's partners also suggest the scope of the project's potential success. Simmons First National Bank, in consultation with the university, has established a $1 million loan fund for minority businesses throughout the city, with at least $100,000 set aside for microloans to help firms in the University Park complex. The city and county are spending $2.5 million to improve the community's infrastructure, and the State office of the U.S. Small

Business Administration will make grants to tenants in the complex. The university used $250,000 in HBCU funds to purchase and renovate the building, scheduled for completion in 2003.

Along with these private and public partners, the revitalization effort is being helped by several community-based organizations. These include the Family Community Development Corporation, the local Weed and Seed Community funded by the U.S. Department of Justice, and the city's Boys and Girls Clubs. These organizations will all provide outreach and links to supportive services for would-be entrepreneurs.

Golatt estimates that the project will attract three main anchor tenants and five microenterprises. Main anchor tenants may include a grocery store, the campus credit union, and another large retail establishment. The local community needs such retail improvement; University Park, which has a population that is about 99-percent African American, has a median income that is about one-half that of the rest of the city and an unemployment rate that recently averaged 14 percent.

The microenterprise component of the project will benefit local youth attending the university. These students will take courses to prepare them to manage stores in the new complex or to start their own microbusinesses. The courses will feature a nationally disseminated curriculum for fast-track entrepreneur training.

Back in 1997 the university and the neighborhood developed a master plan and found that the area desperately needed more commercial development. The university began to build the coalition now working to develop the project parcel. Because the university will be the landlord of the finished complex, it will price the rental space attractively and provide the impetus for further new developments.

For more information, contact Henry Golatt at (870) 575–8030.

Business Assistance

In just a few words, Suzanna Fuentes-Ferreiro at San Diego State University (SDSU) sums up the quandary that many minority-serving institutions face when trying to help unemployed residents find jobs.

"In our community we have a high unemployment rate," explains Fuentes-Ferreiro, who coordinates SDSU activities under a HSIAC grant. "But we have trouble training residents for employment, because there are no jobs out there."

Faced with the challenge of helping communities cope with both high unemployment and a lack of major employers, a significant number of minority-assisting institutions focus their attention on giving local residents the skills they need to establish their own small businesses. These businesses offer tremendous potential not only to improve the commercial vitality of local communities but also to provide jobs to the people who live there.

Challenges and opportunities. Many HUD grantees have designed their business assistance programs to meet very specific community needs. The business assistance program at the **University of Puerto Rico's** new Information and Community Service Center, for example, will target its services to local business owners affected by construction of a new mass transit rail station in Rio Piedras. Although the station eventually will improve business prospects in the neighborhood, the 4-year construction project is presently wreaking havoc on businesses struggling to survive amid torn-up streets and drastically reduced foot traffic. The university's School of Business will help local entrepreneurs weather the construction storm and position themselves to take advantage of new opportunities that will be available once the station is complete. The Community Service Center, financed with HSIAC funds and a $250,000 appropriation from the Puerto Rico Legislature, also will house an Electronic Information Center operated by the university's School of Information Sciences and Technology and a Community Development Outreach Program established by the School of Architecture.

Helping small business owners meet challenges and capitalize on opportunities usually involves educating entrepreneurs about business principles and practices and providing them with startup financing. In Hispanic communities, most business assistance programs also include a language component. For example, a business class at **San Diego State University's Imperial Valley Campus** in Calexico, California *(page 37)*, teaches

Spanish-speaking entrepreneurs to brainstorm in English about their own business plans. Taking a slightly different approach, the Community Institute of Business Education at **Northern Essex Community College** *(page 35)* in Massachusetts teaches its classes in Spanish so that monolingual speakers receive a good grounding in business principles. The program also offers a separate class that teaches entrepreneurs English.

Rural projects. Minority-serving institutions carry out a substantial amount of their work in rural communities and small towns, where the challenges of establishing a small business can be different from those faced by inner-city entrepreneurs. A remote location is one of the major challenges facing **Ilisagvick College** *(page 31)* in Barrow, Alaska. The college trains and supports entrepreneurs by broadcasting a radio program that provides business training to a geographic target area as large as Minnesota.

Thousands of miles away, **Maui Community College** *(page 33)* is using the Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) funds to help native Hawaiians on the island of Molokai reclaim their agricultural heritage in the wake of a collapsing pineapple industry. The college, which received grant funds at the end of 2001, plans to work with two local organizations to teach native Hawaiians how to establish small agribusinesses.

The **University of New Mexico** *(page 41)* in Albuquerque also is working with local farmers who have seen their profits decline in recent years due to pressure from developers to convert agricultural land into other uses. The university and its partners are using HSIAC funds to establish a business incubator and commercial kitchen that will teach farmers how to boost their profits by processing agricultural products like tomatoes or peppers into such marketable goods as salsa and spices.

Facilitating partnerships. In addition to supporting local entrepreneurs, business assistance programs also have created strong partnerships between minority-serving institutions and community stakeholders. For example, an HBCU-funded "Students in Free Enterprise" project at **Bethune-Cookman College** *(page 29)* has resulted in the establishment of more than 100 successful microenterprises in Daytona Beach, Florida. Project organizers tie the program's success to a partnership between the college and the city's Enterprise Zone.

Across the country, a collaboration between **Santa Ana College** *(page 39)* and several community-based partners is helping ensure the

success and long-term viability of a Microenterprise Center for Child Care Providers in Santa Ana, California. The center provides child development and business training to unemployed or underemployed women who want to establish home-based childcare businesses. Program partners, who provide ongoing support to entrepreneurs once they launch their businesses, already have secured funding to continue their roles even after HSIAC funds are spent.

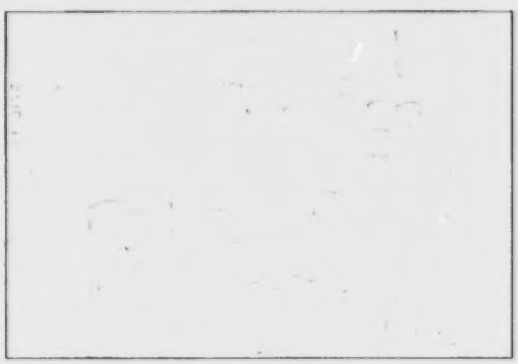
Read the following accounts to learn more about how HUD grantees are assisting businesses.

BETHUNE-COOKMAN COLLEGE

Daytona Beach, Florida

Student Teachers at Florida College Train and Mentor Entrepreneurs

Many people dream of starting their own businesses, but 100 individuals in Daytona Beach are succeeding in living that dream through a "Students in Free Enterprise" project established with HBCU funds by Bethune-Cookman College. The college is located in Daytona Beach's Enterprise Zone.



"It is beautiful to see people realize their dreams," says Project Director William Ziegler, who heads the college's International Business Department. "This project helps people live their dreams by using the ATM model—awareness, time, and mentoring—to give prospective entrepreneurs the understanding they need to succeed."

Students in Free Enterprise originated after students enrolled in Ziegler's marketing courses began doing research on local needs in the neighborhoods surrounding Bethune-Cookman. The students learned that low-income African-American residents could benefit from business training. Today, trained student teachers help present this training to adults and also serve as mentors to budding entrepreneurs. These interns have taught courses on business methods and ethics to more than 500 young people and, in the past 2 years, have helped local entrepreneurs develop 36 Internet Web sites.

Overall, Students in Free Enterprise has enjoyed unusually positive results. The success rate for new businesses established under its guidance is 21 percent, compared with the average success rate for new businesses of less than 5 percent. A total of 386 adults have participated in entrepreneurship training and more than 100 entrepreneurs have established successful microenterprises.

Community partnerships have been important to the success of project activities, which have been centered in the EZ's three business incubators—one devoted to service businesses, one for retail and manufacturing firms, and a virtual incubator for home-based businesses. Project partners include the city of

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Daytona Beach and Volusia County, which have contributed a combined $5,000 in supplies and support; the Mid-Florida Housing Partnership and Central Florida Community Development Corporation, which house the incubators and host the training sessions; and Covington and Associates, a private firm that assists home businesses. The Enterprise Zone's West Side Development Corporation has provided the project with strategic support. Bethune-Cookman College has contributed $40,000 for intern stipends and another $32,000 worth of in-kind resources for courses.

Although the college's HBCU grant ended in early 2002, Students in Free Enterprise continues. The college and city have already committed themselves to continue operating the incubators and offering internships so students can serve as mentors for entrepreneurs.

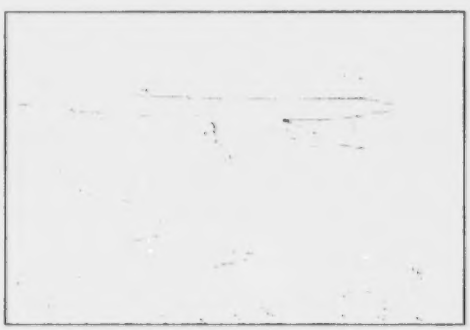
For more information, contact William Ziegler at (386) 481–2810.

ILISAGVIK COLLEGE

Barrow, Alaska

Ilisagvik College Takes to the Airwaves To Train Alaskan Entrepreneurs

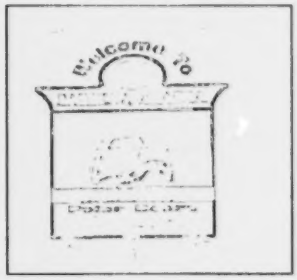
Imagine the challenge of serving the educational needs of a target population that includes 4,500 individuals living in 8 villages spread out over an 89,000-square-mile area. Add in that your college is the only institution of higher education located above the Arctic Circle, where roads are few and far between, winter wind chills drop to –80°F, and the sun does not rise from mid-November to January or set from May to mid-August.



Ilisagvik College, a private institution located in Barrow, Alaska, at the northernmost tip of North America, faces these challenges every day. College officials know that traditional methods of community outreach do not work in such a harsh environment. So when Dr. Stan Scott launched an AN/NHIAC-funded initiative to conduct business and entrepreneurship training in the North Slope Borough, he looked for a reliable and inexpensive way to reach his target area. He chose radio.

Each Monday morning at 10 a.m., Scott takes to the airwaves on Barrow's KBRW, an Alaska Public Radio affiliate that reaches all the villages in the North Slope Borough. The radio show—called the Ilisagvik Business Circle—brings local business, college, and government leaders into the station's Barrow studio to discuss business-related issues, offer training on such topics as business plan development, and promote ways in which the college can help residents become entrepreneurs. Recent guests have included Alaska Lieutenant Governor Fran Ulmer, U.S. Senator Ted Stevens, and College President Dr. Edna MacLean. Scott estimates that approximately 1,000 residents listen to the show each week.

Because the North Slope Borough government employs about 80 percent of the people who work in the college's target area, the training-by-radio initiative also has focused on helping listeners gain skills that would allow them to fill entry-level management positions. Residents need these skills to qualify for



jobs with the borough; with the Arctic Slope Regional Commission, a corporation owned primarily by Inupiat Eskimos; and for the private-sector jobs that would be created if the borough decided to privatize some of its services. (Privatization may become necessary as the borough attempts to deal with sharply declining tax revenues from the oil industry.) Anticipating these declines, the borough has already announced a $30 million cut in its budget over the next 5 years.

Although the Ilisagvik Business Circle has been successful, it has not eliminated the need for face-to-face business training. In 2002 the college used grant funds to fly 27 borough residents to Barrow for a grant-writing workshop. Last year it responded to an emergency request for training after the manager of one village suddenly retired. The college flew two trainers to the village to recruit and train the manager's replacement and support staff. By the end of the week, says Scott, "the local government was up and running again."

Being a good partner to borough villages and, at the same time, offering residents an opportunity to better themselves is what the AN/NHIAC grant is all about, says Scott.

"We're trying to give residents an opportunity for self-sufficiency that is not tied to the oil and gas industries or to the borough government," he says. "We believe programs like this help our residents take one step in the direction of personal success."

For more information, e-mail Donald C. Hoke at donald.hoke@ilisagvik.cc.

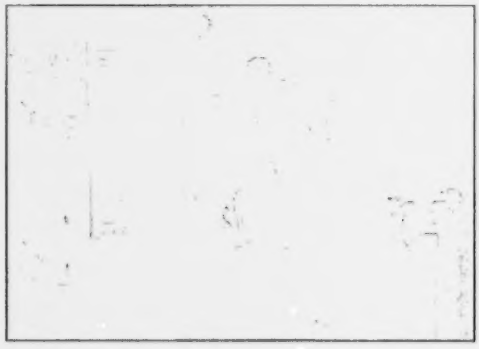
Maui Community College

Hoolehua, Hawaii

College Farm Helps Native Hawaiians Reclaim Their Agricultural Heritage

Thousands of acres of prime farmland once covered by pineapple fields now lie fallow near Hoolehua, a daily reminder that pineapple is no longer king on the island of Molokai. After years of economic dependence on two now-closed pineapple plantations that once employed 60 percent of the island's residents, Molokai now is trying to recover its agricultural heritage and, at the same time, ease its 15-percent unemployment rate. Maui Community College's Agricultural and Vocational Center, known simply as "The Farm," is doing what it can to help.

The Farm will use an AN/NHIAC grant it received in 2001 to upgrade its facilities so that it can better serve local residents who want to resume farming land that has been in their families since the 1920s. That is when the U.S. Congress passed the Hawaiian Homelands Act, which allows Native Hawaiians to lease up to 40 acres of agricultural land for $1 a year. The renewable leases last 99 years and can be passed on to heirs who also qualify as Native Hawaiians.



During pineapple's heyday, 75 percent of Molokai's homesteaders chose not to farm their lands, instead signing planting agreements with the pineapple companies and taking paying jobs on the plantations. With most of the world's pineapples now raised in Africa and the Philippines, there is increased interest in helping these homesteaders, many of whom are now unemployed or underemployed, reclaim their traditional livelihoods.

The Farm plans to construct a 6,400-square-foot building where it will offer classes in such areas as farming techniques, equipment maintenance, business planning, marketing, taxes, and human resources. Homesteaders receiving Federal support through the State's Natural Resource Conservation Service have already started attending classes taught by Farm Manager James Boswell.

Six of these farmers recently formed a co-op through which they will supply food to a local restaurant. In addition, The Farm will offer classes and technical support to seven homesteader families who will be establishing small agribusinesses through an Ag Cohort Project run by the University of Hawaii Cooperative Extension Program with funds from the U.S. Departments of Labor and Agriculture.

"At least three members of each family must commit to the program," Boswell says about the Ag Cohort Project. "That would probably be the husband, wife, and one child. We will work them through the process of getting an agribusiness started. They'll have access to small areas of The Farm if they want to do the growing here until they iron out the bugs. We will provide all the technical assistance they need, and they'll be able to use our new building to access information on the Web."

Boswell, who himself lives on Hawaiian Homelands, is pleased to help fellow homesteaders and also to see more students attending his classes.

"With all the statewide budget cutbacks we've had in the past few years, my program had been almost abandoned," he says. "So these funds are bringing life back to The Farm."

For more information, contact James Boswell at (808) 567–6577 or e-mail him at boswellj@hawaii.edu.

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Northern Essex Community College

Lawrence, Massachusetts

Institute Helps Dominican Immigrants Turn New Ideas Into Successful Businesses

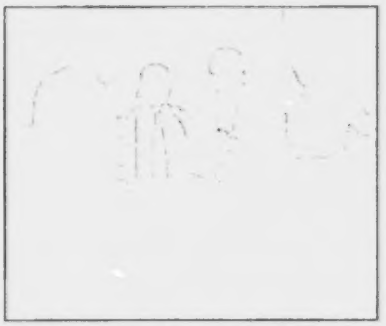
The ability to operate a successful small business is fast becoming an economic necessity for the Hispanic residents who make up 70 percent of Lawrence's population. Most of these residents are immigrants from the Dominican Republic who first settled in New York and then moved north seeking better economic opportunities. However, declines in Lawrence's manufacturing economy over the past 20 years have made it increasingly difficult for new immigrants to land jobs that pay well. As an alternative, many seek self-employment.

"Dominicans are entrepreneurial by nature," says Mayte Rivera, director of the Community Institute of Business Education (CIBE), which teaches Lawrence's Hispanic entrepreneurs basic information about business startup and business management topics. "This makes our job as trainers much easier because our clients have the energy to try new ideas and to implement those new ideas in their businesses."

More than 350 Hispanic business owners have come to CIBE during the last 2 years to attend classes on a variety of business-related topics. The institute is funded by a HSIAC grant awarded to Northern Essex Community College.

"Most of our clients have great business potential but often lack a formal business plan," says Rivera. "They appreciate this opportunity to learn new business techniques and practical accounting tips. Ultimately, it makes a big difference in their businesses."

CIBE staff members assess the skill level of each potential entrepreneur who arrives at the institute, then guide that individual into appropriate classes.



Clients have a variety of courses from which to choose, including those that explore the basics of accounting, Microsoft Office software, marketing strategies, pre-venture planning, business planning, legal issues, and ESL. In addition to providing these educational opportunities, the institute also focuses on making sure its clients are equipped to take advantage of both local and statewide business opportunities. For this reason, CIBE staff members encourage entrepreneurs to become bilingual and to seek certification from the State Office of Minority and Women Business Assistance (SOMWBA). Each year, the Commonwealth of Massachusetts targets $240 million of its spending to SOMWBA-certified minority- and women-owned businesses.

CIBE has had its share of success stories. For example, four clients have already received SOMWBA certification. A restaurant owner bought a commercial building in town after accessing financing from one of the institute's banking partners; another student who works as a newspaper carrier is preparing to launch a part-time computer repair business. However, Rivera is quick to point out that many institute success stories began with a basic understanding of good business practices, including the need to develop a sound business plan, build solid financial projections, and tap into additional markets.

"Our goal is to help business owners develop confidence in what they are doing," says Rivera. "We try to empower our clients so they feel that the possibility for success is unlimited. Actually, we want each business owner to believe that his or her business has the potential to become a Fortune 500 company."

For more information, contact Mayte Rivera at (978) 738–7632.

San Diego State University Imperial Valley Campus

Calexico, California

Hispanic Entrepreneurs Learn English While Visualizing Business Plans

Spanish-speaking entrepreneurs in Calexico are simultaneously learning both language and business skills through a HSIAC-sponsored Business Enhancement Language course at San Diego State University's (SDSU's) Imperial Valley Campus. Language teachers spend a substantial portion of the 20-week language course introducing students to basic business concepts and terminology. They also encourage students to practice their English by talking with classmates about the businesses they would like to establish.

"Our students are encouraged to visualize their businesses in English," says Program Coordinator Suzanna Fuentes-Ferreiro. "They learn English by brainstorming about how they will start their catering business or their beauty salon. The class has been very successful because students feel from the beginning that it is relevant to their needs."

In addition to teaching simple business concepts, the language classes also focus on building students' confidence and helping them feel that they are part of the Calexico community, say Fuentes-Ferreiro. This is accomplished, in part, by occasionally inviting community leaders to conduct class sessions. These guest speakers share information about city services, offer an insider's view of their particular professions, and make an effort to get to know class participants. Recent visitors have included Calexico's mayor, members of the City Council, and representatives of the Calexico Police Department, Community Action Council, Recreation Department, Chamber of Commerce, and Private Industry Council.

"Each visitor gives our participants a real sense of empowerment," says Fuentes-Ferreiro. "At the end of the program, students feel that they now know many prominent community leaders. That, plus the English language instruction, gives them a new confidence that you can recognize immediately."

The English classes are only one part of a multifaceted Calexico Empowerment Program (CEP) that SDSU launched 2 years ago. Once entrepreneurs graduate from the language classes, they move on to a 10-week business training program through which they receive more intensive training in small business development. A partnership between CEP and the university's Small Business Development Center, the program provides instruction on such topics as developing a business plan, performing basic business math, networking, negotiating, and marketing. Program graduates have access to ongoing support from CEP staff, and to a computer and fax machine in the CEP offices. Since spring 2001, 63 individuals have graduated from the program.

Calexico is located in Imperial County along the United States border with Mexico, approximately 120 miles east of San Diego. The city of 27,000 residents has a per capita income of $8,606 and an unemployment rate of 30 percent. It is ranked among the poorest and most rural areas in the country.

It was Calexico's high unemployment rate combined with the special skills of CEP's target population that led program organizers to focus their efforts on small business development rather than on training residents for jobs that do not exist, says Fuentes-Ferreiro.

"Many of our community members have moved here from Mexico, and they already have a skill or a profession," she says. "They know how to do something and to do it well. So we decided that the best approach would be to teach them how to start businesses that could take advantage of their special talents."

For more information, contact Suzanna Fuentes-Ferreiro at (760) 768–5594.

SANTA ANA COLLEGE

Santa Ana, California

39

California Microenterprise Center Fills Critical Need for Childcare

Sixty-four new childcare providers are now taking care of more than 250 children in the city of Santa Ana, California, thanks to a HSIAC-funded Microenterprise Center for Child Care Providers established in 1999 by Santa Ana College (SAC). The new businesses provide a steady income to previously unemployed and underemployed women, many of whom do not speak English. At the same time, they are filling a critical need for childcare slots in the Santa Ana community.

Since the microenterprise center was first established, 178 women have graduated from its 12-week monolingual training program, which is aimed at helping Spanish-speaking women establish home-based childcare businesses. Training sessions take place in a warehouse-sized building that SAC leases from the city of Santa Ana. The facility, renovated with HSIAC funds, features traditional classrooms as well as a unique mock apartment, complete with living room, dining room, kitchen, bathroom, and patio, where students can put the skills they are learning into practice.

Program participants receive 6 weeks of child development training, 4 weeks of business training, and 2 weeks of first aid and CPR training. SAC donates instructors' time to provide child development and business training. First-aid training is provided by Latino Health Access, a community-based program partner.

Although a childcare provider can legally operate a home-based business in California without a license, the Microenterprise Center encourages all of its active business owners to become licensed. Forty-two of the Center's 64 graduates have already achieved this goal, and SAC is offering technical assistance and financial support to help increase that number.

For example, two community-based social service providers, Delhi Community and the Foundation for Social Resources, help program graduates negotiate the

sometimes arduous licensing process. In addition, graduates who have received or are seeking their licenses can borrow up to $5,000 from a $150,000 revolving loan fund established with HSIAC funds. Nineteen graduates have already borrowed a total of $65,000 from the fund to purchase daycare equipment and upgrade their homes to meet licensing requirements.

Program Director Lilia Tanakeyowma is pleased with the number of program graduates who have established childcare businesses, but she is also interested in finding out why some graduates have not done so. A recent survey conducted by the center suggests that a lack of adequate housing in Santa Ana may be the biggest obstacle that graduates face. Many simply do not live in homes that can support home-based businesses, she says.

Nonetheless, Tanakeyowma has reason to believe that SAC's training program has sparked an interest in child development that could lead graduates into new careers outside their homes. Twenty graduates have already enrolled in a course called *Child Growth and Development* that SAC's Human Development Department is offering in a bilingual format for the first time in 2002. Students who go on to complete the college's entire 13-unit Human Development Certificate Program will be qualified to become preschool teachers. Those who complete a portion of the courses can be certified to work in childcare centers.

"Some of the women have told us, with tears in their eyes, that they are better parents because of our training, and they want to learn more," says Tanakeyowma. "These new bilingual courses have given them new options. This is really an unexpected outcome of our program, but it is just a delight."

For more information, contact Lilia Tanakeyowma at (714) 564–6971.

University of New Mexico

Albuquerque, New Mexico

Incubator's Value-Added Products Make Farming More Profitable

Whether they are turning tomatoes into salsa or providing fresh foods for local catering businesses, farmers in the South Valley area will be moving into local markets when the South Valley Economic Development Center opens in fall 2002. The center, established by the Rio Grande Community Development Corporation (RGCDC) and the University of New Mexico (UNM), will serve the self-employment needs of local residents and provide a commercial kitchen for value-added processing of agricultural goods.

RGCDC, established in 1986, already has received more than $1 million in grant funds from the U.S. Department of Health and Human Services, the city of Albuquerque, and the New Mexico State Legislature to establish the incubator. The Resource Center for Raza Planning in UNM's School of Architecture and Planning has used HSIAC funds to assist in fundraising and to conduct feasibility and marketing analyses for the incubator. It also is conducting community research that will help the CDC develop appropriate incubator programs.

The South Valley is an unincorporated, low-population-density area adjacent to and south of Albuquerque in Bernalillo County. Approximately one-fifth of valley residents live at or below the poverty level. The community's distress is due in part to the steady decline of agriculture, which has been a vital component of the area's economic and cultural landscape for more than 1,000 years. Pressure from developers to convert agricultural lands into commercial, industrial, and residential uses has made it increasingly difficult for local farmers to survive.

"This community has a long, long history around agriculture, and although the agriculture industry has declined, there is still very much a strong support for agricultural activity," says Teresa Cordova, professor in UNM's School of Architecture and Planning. "One of the ways to make farming more economically viable is to help promote the value-added process of turning agricultural

products into another product. We want to help small farmers sustain themselves and to spur people who have agricultural land to start producing something on that land."

In addition to promoting agriculture, the incubator will attempt to support small business development in the South Valley through technical assistance, counseling services, emergency loan funds, and access to office supplies, fax machines, and conference rooms, says Cordova. The incubator itself will go a long way toward relieving the area's shortage of retail space, which has been a major impediment to small business development.

Approximately 12 UNM graduate students are preparing to conduct their second door-to-door survey in the South Valley this summer. The first survey gauged community support for the incubator and identified the types of businesses local residents wanted to see located there. The second survey will attempt to identify prospective entrepreneurs and consumers who will use incubator services.

"Basically, we are asking people what they do well and how these talents can be turned into self-employment opportunities," says Cordova. "There is a lot of retail service in the South Valley, but many retail needs are not being met. For example, there are not very many barber shops here. So we will be trying to find people with the skills to meet the retail needs that we have identified. If we can do this, the incubator will be much better able to serve the South Valley."

For more information, contact Teresa Cordova at (505) 277–8526.

Job Training

Minority-serving institutions often start their revitalization efforts by improving a community's infrastructure or bolstering its commercial sector. The value of these infrastructure improvements cannot be overstated. However, to enjoy long-term success, community revitalization initiatives must also reach beyond infrastructure improvements to touch the personal lives of individual residents.

Minority-serving institutions have learned from experience that true transformation comes only if all neighborhood residents can increase their own capacity to earn a decent wage, learn to manage their money well, strengthen their families, and safeguard their health. Through various activities, including job training, youth programs, and social and supportive services, colleges and universities are transforming communities by transforming individuals.

Capitalizing on local strengths. Job-training programs that empower local residents to become self-sufficient are a high priority for minority-serving institutions. Many of these initiatives are geared toward helping hard-to-employ individuals obtain stable jobs that pay well. A significant number are being established with an eye toward providing strong local industries with a qualified workforce.

In Modesto, California, for example, a HSIAC-funded job-training program established by **Modesto Junior College** *(page 47)* is taking advantage of the Central Valley's stable construction industry to give residents marketable skills that will keep them employed throughout the year. Many program participants previously were seasonal agriculture workers who spent winters unemployed. Presently, about 42 of the 70 program graduates have found construction-related jobs or gone back to school to learn advanced construction skills.

A thriving local technology industry impacts the job-training curriculum offered by the **University of Hawaii-Leeward Community College** (UH-LCC) on the island of Oahu. With the arrival of the Second City Complex, which houses numerous telecommunications businesses, Oahu is a growing technology hotbed. To meet the new demand for trained high-technology workers, UH-LCC has started renovating a local shop that will serve as a community and technical training center. The center will feature computers, high-speed Internet capabilities, and television production and editing equipment. In a related activity, UH-LCC students will team with

Many HUD-supported job-training programs help local residents recover from declines in industries that once provided their livelihood.

Waianae High School to mentor and tutor students who are part of the high school's telecommunications program.

Overcoming local challenges. Many HUD-supported job-training programs help local residents recover from declines in industries that once provided their livelihood. For example, a failing fishery in Alaska's Bristol Bay region moved the **University of Alaska-Fairbanks** to develop a job-training project for local residents, many of whom are Native Alaskans. Although the fishery provides 16 percent of the world's salmon, the winter unemployment rate in Bristol Bay now exceeds 55 percent, partly because fewer salmon return to the fishery each year. Participants in the AN/NHIAC-funded job-training program will learn housing construction and computer repair skills that will enable them to obtain more stable jobs locally. Because the region is so large and has no roads, trainees will be flown to the university for class meetings and will use a satellite Internet system to complete their coursework. The university's partners—the local housing authority, Alaska Works, and tribal governments—will help with outreach, job placement, and supportive services.

Although **Stillman College** in Tuscaloosa, Alabama *(page 49)*, is not preparing local residents for jobs in a particular industry, local employers play a critical role in the success of the school's HBCU-supported Community Connections program. The program, which provides basic and advanced computer training, job-readiness, and GED classes to local unemployed residents, is supported by Hunt Oil, Michelin, and Mercedes-Benz. So far, almost 250 hard-to-employ people have obtained jobs through the program.

Meeting special needs. Because local residents often come to job-training programs with special needs, several minority-serving institutions provide additional services to help ensure trainees' success. For example, because Hispanic residents of New York City's Washington Heights-Inwood neighborhood speak little or no English, **Bronx Community College** *(page 45)* offers ESL classes in addition to traditional job-training sessions. Across the country, housing is often a problem for many participants in an office skills training program sponsored with HBCU funds by **Texas Southern University** *(page 51)*. To keep the trainees focused on gaining marketable computer and office skills, Texas Southern built a four-bedroom house in Houston's Third Ward for female trainees. More than 200 individuals have gained permanent employment through the office skills training program since 1998.

Read the following accounts to learn more about how HUD grantees are helping local residents find good jobs.

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Bronx Community College

Bronx, New York

Outreach Program Builds Bridges to New York's Dominican Community

Dominican-American residents of New York City's Washington Heights-Inwood neighborhood have received assistance in breaking the cycle of joblessness from a strong relationship they have with Bronx Community College (BCC) and its community partners.

That relationship began in 1999 when BCC established the cooperative linkage outreach program to help local residents cope with an economic crisis brought on by high unemployment and limited access to jobs. Nearly three out of four residents of the largely Hispanic Washington Heights-Inwood neighborhood speak little or no English and their unemployment rate is more than double the rate in the rest of New York City.

The BCC program seeks to meet the need, expressed by local residents, for a variety of courses that can help them break this cycle of joblessness. So far, the program has enabled close to 300 residents to study English, basic skills, building trades, computer skills, and life skills. Residents have also taken literacy courses given by local public libraries and benefited from supportive services such as childcare.

The cooperative linkage outreach program gives BCC an ongoing presence that it sought in Washington Heights-Inwood, which is within walking distance of the college's Bronx campus. The program has also allowed BCC to establish strong partnerships with two organizations that play a critical role in the program. Northern Manhattan Improvement Corporation (NMIC), a community housing development organization, houses the outreach program and coordinates some of its offerings. Union Communal, a coalition of community-based organizations, has been instrumental in identifying local needs for specific courses.

"I had known the leadership of NMIC for a number of years," explains Dr. Michael Seliger, the program's director. "We had explored different ways to connect their vital community-based efforts with those of the college, and with our HSIAC grant, we've been able to do this."

The college and NMIC worked together to retrofit NMIC space to house the program. The space—networked classrooms that form an electronic bridge to the college's information systems—enables the college to provide residents with everything from self-paced remedial activities to college-level courses. NMIC also coordinates the training in the building trades offered through the program. In addition, this close intertwining of the college and NMIC has led to two-way referrals.

Although BCC's HSIAC grant ended in June 2002, the program's success already has led to the creation of an offshoot program called the Professional Caregivers Institute. The institute, funded with a separate HSIAC $400,000 grant, will prepare participants to gain entry-level health-related positions as home health aides and direct care workers. The program will help local residents meet certification and licensing requirements for those health-related care occupations open to people with limited English skills. Its long-term goal is to allow participants to move on from those entry-level positions to pursue careers in healthcare.

For more information, contact Carin Savage at (718) 289–5184.

Modesto Junior College

Modesto, California

Total Immersion Transforms Trainees Into Construction Professionals

Participants in the highly disciplined construction training program at Modesto Junior College (MJC) are being transformed into motivated professionals ready to excel in the building trades. The college uses the HSIAC-funded program to empower residents of Hispanic neighborhoods in Modesto, located in California's naturally beautiful but economically troubled Central Valley.

Because Modesto has a seasonal, agriculture-based economy, the area's unemployment rate routinely fluctuates from a low of 5 to 8 percent in the summer to a high of 11 percent in the winter. This high unemployment leads to high poverty rates. About 55 percent of all Stanislaus County households (70 percent of Hispanic households) earn below 80 percent of the area median income.

The college's training program prepares local residents to find jobs in the more stable, better-paying construction sector, helping them escape unemployment and poverty. "We take individuals with very limited experience and prepare them for professions in construction by targeting three basic areas," explains Project Director Pedro Mendez. "The first is understanding the culture and performance as a worker in the trade, the second is gaining employability knowledge and applied skills, and the third is establishing habits and attitude."

Trainees study such subjects as carpentry, construction, and employability skills. Punctuality and other good habits are emphasized. For example, if trainees do not show up on time for each day's early morning class, they must go home. Program participants also gain hands-on construction experience by working in laboratory settings and community home projects identified by project partners. One such renovation project will enable an elderly Modesto resident to own her own home.

About 70 students have completed the construction training program, and the program now has more applicants than it can accommodate. Mendez reports that MJC has been able to place 60 percent of program graduates in schools or jobs.

The training program is a cooperative venture of a workforce development collaborative formed by local advocates in the Hispanic community and the city of Modesto. The collaborative also includes two nonprofit project partners, the American G.I. Forum and the Central Valley Opportunity Center, which provide educational resources. The city and the local community services agency also make in-kind contributions worth about $310,000, paying overhead costs and covering the salaries of project instructors and coordinators.

To supplement the training aspects of the program, the college and the collaborative also provide various services to ensure that participants are prepared to make sound life decisions and to succeed both in the training and their construction careers. These services include life-skills training in money management, parenting, and jobseeking, and assistance with childcare, transportation, and immigration counseling.

The construction training program is MJC's first attempt to reach out to the larger community. Because it has been so successful, the college has committed to continuing the program and is beginning to see its potential as a place where nonprofit organizations can work together to empower local residents.

For more information, contact Pedro Mendez at (209) 575–6355.

STILLMAN COLLEGE

Tuscaloosa, Alabama

Community Connections Program Gives Residents Edge in Job Market

A once-jobless young woman who lived in public housing is now pursuing a career at the local newspaper, where she was recently named Employee of the Month. She is just one of many disadvantaged residents of the Westside neighborhood who have moved from welfare to good jobs and hopeful futures with help from Stillman College's Community Connections program.

"Through Community Connections, we can see people being empowered by the learning process to live better in a competitive world," explains Eddie B. Thomas, the college's associate vice president for community outreach programs. "In the centers, students start out learning at the level at which they can achieve, and they move from there to job readiness."

To enable adult students to learn at their own pace near their homes, the HBCU-funded Community Connections program offers a variety of courses at learning centers and family resource centers in six public housing neighborhoods. It also offers courses at a center on the college's campus. More than 1,000 local residents have completed Community Connections courses, and more than 240 hard-to-employ people have obtained jobs after graduation. Courses include basic and advanced computer training, job-readiness and job-placement referrals, tutoring, adult learning and GED classes, and special subjects that encourage family stability. The centers also offer youth leadership and reading enrichment programs.

Community Connections is attracting strong support from the Tuscaloosa business community. Several large firms with local plants, including Hunt Oil, Michelin, and Mercedes, have become program partners. Michelin regularly uses the program's learning centers for training and contributes $10,000 each time. Mercedes has contributed $300,000 for scholarships. The program also has strong public supporters, including the Tuscaloosa Housing Authority,

which provided the empty public housing units where Stillman has established the program's learning centers.

Other key local partners make in-kind contributions to support the program's courses and services. They include the Maude L. Whatley Health Clinic, the city and county public schools, State employment services, Tuscaloosa County Family Court, Indian Rivers Mental Health Center, Greene County Housing Authority, Community Service Programs of West Alabama, and city and county governments.

Before creating the Community Connections program, Stillman College and its partners studied demographic data and found glaring discrepancies between Westside and the rest of Tuscaloosa. They conceived Community Connections to change this situation. The program now gives hope to residents whose unemployment rate averages about four times that of the rest of the region.

For more information, contact Eddie B. Thomas at (205) 366–8848.

TEXAS SOUTHERN UNIVERSITY

Houston, Texas

51

Houston Job-Training Center Provides Temporary Housing for Homeless Clients

In 1993, when the Economic Development Center (EDC) at Texas Southern University (TSU) began using HBCU funds to offer skills training to unemployed men and women, staff learned quickly that many of their clients faced one important obstacle as they prepared themselves to seek permanent employment: about 40 percent of the individuals who registered for the center's GED and computer training classes were homeless.

"We had no problem enrolling students, but we had problems keeping them in the class," says EDC Executive Director Ella Nunn. "They couldn't concentrate on coming to class when they didn't know where they are going to live. Many of them were staying with friends or relatives, but most had only a few months before they had to get their own places."

Unwilling to lose students, Nunn used $208,000 in HBCU funds to provide temporary housing to homeless men and women who were enrolled in one of two EDC training programs. In 1996 homeless men who were enrolled in a building and construction skills program through the university's School of Technology were moved into a nine-unit apartment building they had helped rehabilitate through internships with the Southeast Keller Corporation, a local nonprofit group. In 1997 homeless women enrolled in the computer and office skills training program were moved into a four-bedroom home that the center built in Houston's Third Ward.

"We took care of their housing needs so they wouldn't have to worry about that," says Nunn. "We just wanted them to concentrate on getting themselves ready to meet the challenges out there."

Homeless women still use that house while they attend EDC classes, held each year from September to February. Eventually, says Nunn, EDC will deed the house to the Martin Luther King Community Center, which manages other housing for the homeless in the Third Ward.

When women arrive at EDC's skills-training sessions each fall, their abilities are assessed to determine the educational and employment skills they need to succeed in the job market. Since 1998 EDC has worked with Houston Community College to offer GED classes to 451 students. Using a new technology center managed by the TSU School of Business, EDC has provided 421 students with computer and office training, which typically involves 250 hours in the classroom. About 208 graduates of the office skills training program have gained permanent employment.

After completing their office skills training, students have the option to stay on at EDC to participate in an "earn while you learn" work experience that takes place in the Business Automation Skilled Service Center that EDC established with HBCU funds. The full-service center offers copying, binding, fax, and computer services to the university community. It is managed by a graduate of EDC's office skills training program, who plans to go into the computer field after she earns her bachelor's degree from TSU next year. About 60 students have worked in the automation center since 1998.

For more information, contact Ella Nunn at (713) 313–7785.

Social and Supportive Services

Minority-serving institutions are carrying out a variety of activities that give local residents a chance to live better lives. These activities include information and referral services that link residents with existing community agencies, educational programs that provide information about proper nutrition and native cultures, healthcare services for those who have no insurance or access to a physician, and childcare programs that allow parents to earn a living outside the home.

Public housing. Seeking to serve the most vulnerable of a community's residents, many minority-serving institutions have established programs that are geared to, and often located in, public housing communities. For example, **Gadsden State Community College** *(page 55)* operates Neighborhood Networks Community Development Centers in five subsidized housing facilities in Gadsden, Alabama. Staff at all of the HBCU-supported centers work together once each year to sponsor an annual health fair where residents can obtain free eye examinations, preventive screenings, and health-related information. The centers also offer various continuing education opportunities for adults and children.

After it completes HBCU-funded renovations at the Glenarden Apartments in Glenarden, Maryland, **Bowie State University** (BSU) plans to establish a health center there. BSU will staff the health center with faculty and students from its nursing department as well as professional nurses from the local Baden Health Center. Currently, BSU is meeting with residents and managers at the apartment complex to determine the kind of medical care residents need most. Once the center is ready for operation, staff will be available once a week to provide a full range of health services.

Cultural connections. To be successful, health education programs that are sponsored by minority-serving institutions must respect the culture of their constituents. That is the approach being taken by **Turtle Mountain Community College** *(page 57)* in North Dakota. The college is using a Tribal Colleges and Universities Program (TCUP) grant to help members of the Ojibwa Indian tribe find cures for chronic illnesses, including diabetes, that have become a serious problem in recent years. The Anishinaubag Wellness Center will use gardening, education, and Ojibwa traditions to help residents of the Turtle Mountain Reservation recapture their ancestors' healthier lifestyle.

Families also will be able to receive culturally tailored training on health and nutrition from a new Childcare Development and Family Support Training Center that will be established by **Southwestern Indian Polytechnic Institute** (SIPI) in Albuquerque, New Mexico. The center will provide childcare services to Native Americans who would like to attend SIPI. Using funds from the TCUP program, the U.S. Department of Education, the American Indian College Fund, the New Mexico State Legislature, and other community partners, SIPI hopes to complete construction on the center in spring 2003.

Read the following accounts to learn more about how HUD grantees are providing social and supportive services to local communities.

Gadsden State Community College

Gadsden, Alabama

Community Centers Empower Residents Through Fairs, Classes, and Radio Spots

On Martin Luther King Day in 2002, more than 500 people in Gadsden celebrated at a community fair by getting free eye exams and preventive screenings and learning how to live more healthy lifestyles. This annual health fair is just one way the West Gadsden community is being empowered by five Neighborhood Networks Community Development Centers established with HBCU funds by Gadsden State Community College.

The college and its community partners established the centers at five public housing facilities throughout the community after finding that the citizens of predominantly African-American West Gadsden did not know about available educational and social services. Along with the health fair and other health services, the centers offer continuing education opportunities for adults that range from homebuyer workshops to flower arranging (a course popular with senior citizens). The centers also provide afterschool tutoring for youth. So far, more than 150 adults and youth have participated in various programs.

"Our centers make these continuing education courses available to residents and others in the community so that all can be empowered," explains Sharon McGruder, who coordinates the college's HBCU grant activities. "Residents and others in the surrounding community stop in to sign up for continuing education, and more and more service-learning students from the college are volunteering to help with the tutoring."

The community development centers are able to offer courses and other services to 4,400 low-income people in West Gadsden thanks to HBCU grants

received in 1998 and 2000. The grants have enabled the college to set up the centers in public housing apartments that have been retrofitted and rewired so that they can serve as computer labs as well as classrooms.

Along with the grants, the program has been helped by strong partners in the larger community. The city's public housing authority, one main partner, helped identify the need for the program and provided the space for the centers through an in-kind contribution worth about $6,000 a year. Another partner, AmSouth Bank, sends bankers and other specialists to teach homebuyer workshops and has contributed $1,000 to help train program staff. Quality of Life Health Services, Riverview Regional Medical Center, and Gadsden Regional Medical Center provide a range of health services. The local branch of the Southern Christian Leadership Conference provided a youth breakfast at the health fair, and local churches post flyers and announce upcoming events. The college also has contributed about $14,000 in matching funds toward program salaries.

With the community's growing support, McGruder is confident that the centers will continue to find support and provide services after the current HBCU grant ends. For instance, the centers originally had to pay a local radio station for spot ads. The station now calls the center to request guests who can appear on its talk shows.

For more information, contact Sharon McGruder at (256) 547–7125.

Turtle Mountain Community College

Turtle Mountain Reservation, North Dakota

57

Tribal Wellness Center Will Help Ojibwa People Reclaim Their Heritage

You probably would not expect to find wetlands in North Dakota, renowned for its endless prairies. However, the State's Turtle Mountain regior contains wooded wetlands where glaciers left a land rich with animals, wild fruit, and the herbs the Plains Ojibwa people once used as medicines. Now the Ojibwa people are reclaiming this heritage by developing a wellness center on this land.

The Anishinaubag Wellness Center (*Anishinaubag* is the Ojibwas' name for themselves) is being developed by Turtle Mountain Community College on the Turtle Mountain Reservation as a place for teaching and learning about healthful living, proper food and nutrition habits, caring for the environment, and the Ojibwa culture.

"The whole idea of the center is to enable the Ojibwa people to return to their original healthy way of life," explains Lyle Poitra, one of the center's developers.

Primarily, the center will seek to help people who live on the reservation find cures for chronic illnesses such as diabetes. Today, about 15 percent of reservation residents have been diagnosed with adult-onset diabetes. However, 50 years ago, before outside financial assistance brought unhealthy eating habits to the reservation, diabetes was almost unknown among Native Americans, particularly Turtle Mountain residents. Families planted large gardens, fished, and hunted. An overweight person was uncommon. Through its holistic approach to gardening, education, and Ojibwa traditions, the center will help people return to their ancestors' healthier habits.

The center is being built on a 100-acre property that was a church campground. The property's attractive wooded surroundings blend with its log buildings and pleasant waterfront. The college is developing gardens and greenhouses where native plants and herbs will be cultivated, attention will be

focused on restoring the wholeness of tribal individuals and families, and traditional ceremonies and powwows will be hosted.

Although its programs will be available to all 16,000 residents of the Turtle Mountain Reservation, the center will make a special effort to serve young people. With the exception of schools, few places on the reservation are set aside for young people, even though individuals who are 24 years old or younger make up 54 percent of the local population. The center will help solve this problem by offering a range of engaging youth activities in partnership with local agencies. As part of its outreach, the center will also serve tribal members who live in surrounding communities through telecommunications technologies and traditional media.

The center is forming partnerships with the Indian Health Service, which has a hospital nearby. Another partner, the U.S. Department of Agriculture, is helping with outreach activities. The center also will make referrals to the Chippewa Tribe's Workforce Development Center, tribal courts, and local social service and health agencies. In addition to TCUP funds, the college is using contributions from its land grant department to develop the center.

For more information, contact Lyle Poitra at (701) 477–7832.

Youth Programs

Parents everywhere worry about keeping their children safe while they are young and ensuring their success when they reach adulthood. That is why programs for young people are considered so important to family stability. As the experience of minority-serving institutions has shown, these programs often involve neighborhood residents of all ages and eventually have a profound effect on the entire community.

Community involvement. The entire South Tucson community has rallied around an outdoor learning center for young people that is being established by **Pima County Community College** *(page 63)* and its partners. The college has been working with staff and students at Ochoa Elementary School in South Tucson to develop the center, which offers experimental courses for at-risk students. In an unexpected development, the outdoor area has become a communitywide project that has helped local residents do something positive for a neighborhood seriously affected by gang-related violence.

Also tied closely to its community, a new youth center and computer lab at the **University of Hawaii–Kauai Community College** (UH–KCC) will expand an existing tutoring and mentoring program currently operated by local residents. The residents now serve 15 academically at-risk young people, but the new AN/NHIAC-supported center will be able to accommodate twice as many students. It will also give tutors/mentors and students access to a computer lab and a high-speed Internet connection. Project partners include local residents, the U.S. Department of Education, the Department of Hawaiian Homelands, several departments at UH–KCC, and other community organizations.

Young people are not the only ones to benefit from youth programs established by minority-serving institutions. For example, local residents soon will be coming to the UH–KCC youth center for diabetes and blood pressure monitoring offered onsite by the college's nursing students. Adults are also being served through a Family Math and Literacy Project that **California State University–Northridge** *(page 61)* has helped to establish for young people in Sylmar, California. Through this program, local parents teach academic subjects to other parents so that those parents in turn can tutor their children. As a result, both parents and children are increasing their educational capacity. Approximately 200 families have enrolled in the HSIAC-funded program.

Career-related experience. College students often join local residents in running OUP-funded youth programs. In the process, many of them gain valuable experience that should help them succeed in future education-related endeavors. For example, undergraduates at **New Mexico State University** (NMSU) in Las Cruces will be heavily involved in a Community Cocina program taking place at the local Court Youth Center, which is being renovated with HSIAC funds. The center will feature an up-to-date onsite cooking facility where NMSU students and local restaurateurs can offer culinary arts classes and guidance to at-risk high school students. By providing these students with practical skills, NMSU hopes to begin turning around Las Cruces' high poverty and unemployment rates. High school students will also work with NMSU students and the restaurateurs to make meals for a local homeless shelter and to prepare formal dinner events for organizations such as the United Way.

Thirteen **Barry University** undergraduates are providing academic tutoring and mentoring services to local elementary, middle, and high school students in Miami Beach, Florida. The afterschool services are currently taking place in leased space while the university finalizes its plans to build a community youth center with HSIAC funds. The university also sponsors a Career Mentoring Day during which participants in the afterschool program tour the university, attend presentations about Barry's academic offerings, and have lunch with faculty and student mentors.

Read the following accounts to learn more about how HUD grantees are working with local residents to provide programs for youth.

California State University–Northridge

Sylmar, California

Parents Pursue Family Learning Through Innovative Workshops

Schoolchildren from struggling immigrant families find that learning the basics of reading, writing, and arithmetic can seem like a huge challenge, if not a boring one. However, in Sylmar, youngsters and their parents are learning the "three Rs" together in lively workshops and are finding the experience enjoyable and exciting.

The Hubbard and Dyer neighborhoods of Sylmar—located in an "invisible" urban corner of the suburban San Fernando Valley—are largely Hispanic communities where most of the residents live below the poverty level. To help improve the community's educational levels, local public schools and California State University–Northridge (CSUN) developed the Family Math and Literacy Project, which organizes local parents to teach other parents such academic subjects as reading, writing, and mathematics. In turn, the newly educated parents then tutor their children and other families in a widening circle of excitement about learning.

"To see a whole family concentrating together on solving a math puzzle or reading a book in a project workshop is exciting and very different from bored or rowdy kids sitting at desks," says Warren Furumoto, the project's director. "Everyone is engaged and sometimes the kids even get the answer first—quite a shock for some parents, especially fathers."

Workshops are held in modular classrooms, known as neighborhood centers, that were purchased and equipped by CSUN with about $320,000 in HSIAC funds. The grant also covers about $12,000 a year in stipends offered to parents who are starting out as project participants. To support the neighborhood centers, the Los Angeles Unified School District, a key project partner, donates

about $6,000 a year in supplies and provides program participants with access to the parents' resource centers housed in every Los Angeles elementary school. Another partner, the Northeast Valley Urban Village Initiative, is made up of local parents who teach other parents. Finally, the university donates approximately $6,000 a year in supplies.

Since it began, the Family Math and Literacy Project has enrolled about 200 families. In addition to increasing the educational capacity of both parents and their children, the project has also empowered parents, several of whom have collaborated on writing and illustrating an autobiographical book. The book, which features essays on parents' experiences as immigrants from Mexico and Central America, has been photocopied for use in project workshops and will be the subject of a literacy conference that parents are planning.

Project organizers view the literacy conference as a sign that parents are strongly committed to the Family Math and Literacy Project and to teaching one another. Another sign is that many parents no longer accept the stipends originally used to encourage them to participate in the project. Instead, says Furumoto, parents want to contribute their time and join in the excitement of learning.

For more information, contact Warren Furumoto at (818) 677–5207.

Pima County Community College

South Tucson, Arizona

Community Transforms Schoolyard Into Center of Learning and Hope

In the midst of a community plagued by poverty and violence, Pima County Community College (PCCC) has helped students at Ochoa Elementary School in South Tucson transform a schoolyard into a beautiful outdoor learning and recreational center. The center's lush vegetation gives students and neighbors a pleasant change from the dramatic but dusty Southwestern landscape. However, even more than enhancing scenery, the center empowers the community to look beyond its troubles and grow toward a more hopeful tomorrow.

"The most remarkable thing is that the community has come together after tragedies that spurred the idea for the garden," notes Stan Steinman, the college's director of marketing and advertising. The tragedies he refers to were the killings of several schoolchildren in random gang-related violence in the poor, mostly Hispanic community around the school. Young people and school staff, devastated but determined, decided to develop the outdoor learning center to do something good in the aftermath of these events. Inspired by the center, the surrounding community is creating mosaics and undertaking other improvement projects in cooperation with the city and county. For example, the county is building a computer lab to help people from the community pursue their GEDs.

The HSIAC-funded learning center is one way the college is working in partnership with the city of South Tucson to revitalize the community. Though its vibrant Southwestern landscape charms the casual observer, the city of Pima is struggling to overcome serious social and economic ills. Jobs that pay well are hard to find, says Steinman; although the unemployment rate is low, underemployment is common. More than 17 percent of residents live below the poverty level in a city that had a 57-percent high school dropout rate in 1995.

Despite such gloomy numbers, the learning center offers a new way forward, symbolized by its spacious ramada—an open outdoor room—designed and

built in traditional Native American style. This ramada is the center of outdoor teaching, which focuses on experimental courses for at-risk students. A community garden, another feature of the center, enables residents and students to grow vegetables and enjoy hands-on school-community teamwork.

To supplement PCCC's HSIAC grant, key institutional partners have provided in-kind support and additional funding. The Tucson Unified School District has given $49,000 toward teacher salaries, engineering facilities, ground support, and materials. The famed Canyon Ranch resort, which adopted the school after the tragedies as part of the Faces of Change program, has given $48,000 in volunteer support, materials, and design and construction services. The county government has contributed $250,000 by improving the lighting and the streets around the school and learning center. Finally, the college itself has given $10,000 worth of support for a fine arts curriculum and related projects.

For more information, contact Stan Steinman at (520) 206–4657.

Technology Initiatives

At one time, computers and the Internet were luxuries not everyone could afford or understand. Today, technology is fast becoming an essential tool for people of all ages and economic backgrounds. A number of minority-serving institutions are focusing their OUP grant activities on providing local residents with computer skills and Internet access so they can participate fully in America's economic, political, and social life.

Technology-related programs can be tailored easily to the grantee's budget and capacity. Some programs are making incredible strides toward meeting neighborhood needs with just 15 to 17 computer stations, while others serve hundreds of clients and have a full complement of sophisticated equipment. Whatever their scope, the HUD-supported technology programs all meet their students where they are and take them to places of which they have never dreamed.

Small centers. Although the college sponsors only a small computer center, **North Carolina A&T State University** *(page 69)* in Greensboro, North Carolina, is making a big difference in the lives of local residents. North Carolina A&T has used HBCU funds to establish a 17-workstation laboratory in a Greensboro Baptist church. Each week, the lab serves about 150 individuals who arrive to take classes or to use computers for a variety of purposes, including online job searches.

Unlimited capacity. Just like the seemingly never-ending series of links that surfers can follow on the Internet, attempts by minority-serving institutions to share technology with their constituents sometimes lead program coordinators down unexpected paths. For example, a technology center being developed by **Passaic County Community College** (PCCC) in Paterson, New Jersey *(page 71)*, succeeded in expanding beyond its original mission long before the actual center even opened its doors. While PCCC waited for its technology center to be completed, the college established five satellite computer centers in libraries, schools, and youth centers throughout Paterson.

Although most technology centers strive to prepare residents to compete in the digital economy, a technology center sponsored by **Midland College** *(page 67)* and its partners has launched an entire city into the technology age. The Advanced Technology Center in Midland, Texas, which houses 500 computers, numerous classrooms, and a 100-seat multimedia lecture hall, is credited with helping Midland lure the Cingular Wireless company to the town. The company, which now employs 900 Midland residents, uses the center to train its employees.

Read the following accounts to learn more about how HUD grantees are working to bridge the digital divide.

MIDLAND COLLEGE

Midland, Texas

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Technology Center Helps Clinch Economic Development Deal

The citizens of Midland held their breath in spring 2001 when the Cingular Wireless company began searching for a city in which to house one of its regional call centers. Midland did not have the kind of economic development incentive fund that other Southwestern cities could use to attract big companies. What it did have, however, was a state-of-the-art Advanced Technology Center (ATC) where Cingular could train its employees.

ATC, the result of a partnership among Midland College, the Midland Chamber of Commerce, and the Midland Independent School District, helped this West Texas city of 70,000 residents clinch the deal. Cingular moved to Midland in June 2001 with plans to employ 900 local residents by June 2002.

Located in an 85,000-square-foot facility that once housed a Sears, ATC's main mission is to train local residents—48 percent of whom are Hispanic—for jobs that require technology-related skills. Plans for the center began in 1999 as project partners were looking for a way to help West Texas diversify its economic base after years of dependence on the oil industry.

Opened in three phases between August 2000 and December 2001, the center has three major divisions that teach computer-related skills, train students in welding and automotive technology, and introduce high school students to health-related occupations. Each division has classroom and laboratory space where students can gain real work experience. Among them, the divisions make use of 500 computers; a 40-station computer lab is open to the general public from 8 a.m. to 9 p.m. daily.

Midland College used its HSIAC grant to equip ATC's 100-seat lecture hall, which has the capacity for teleconferencing and multimedia projection. In addition to HSIAC funds, the $9.5 million center was financed with a $3 million grant from the local Abell-Hanger Foundation and $1 million in Community Development Block Grant funds obtained by the city. Midland College and the Midland Independent School District each contributed $1 million to the project, and the Federal Economic Development Administration provided a grant of $900,000. Remaining funds came from individual donors.

All ATC partners make daily use of the center, which has relieved the area's four high schools and Midland College from the financial burden of purchasing and upgrading computers and technology-related equipment. On any given day, 700 high school students take classes at ATC, and approximately 200 undergraduate and continuing education students take credit and noncredit technology courses in the evening. About 50 local businesses have used the center's customized training services since they became available in September 2000. ATC staff members often conduct these training sessions; or, like Cingular, companies simply use ATC facilities and provide their own trainers.

"We basically gave Cingular office space here as well as nine classrooms to train their employees," says Rebecca Bell, ATC director. "The fact that the ATC was available had a big impact on their moving to Midland. While it normally takes them 2 days to move into a building and get ready to train employees, it took them about 2 hours here because we have such a sophisticated computer network infrastructure."

For more information, contact Rebecca Bell at (915) 697–5863, ext. 3601, or e-mail her at rbell@midland.edu.

North Carolina A&T State University

Greensboro, North Carolina

Students of All Ages Use Computers To Cross the Digital Divide

A computer lab located in a Greensboro Baptist church is enabling a diverse group of students to overcome their lack of computer knowledge and join the information age. The Community Empowerment Laboratory, a program developed by North Carolina A&T State University with HBCU funds, reaches out to people of all ages who want to use computers. Senior citizens, some of whom have computers but are afraid to touch them, are among the program's most enthusiastic participants.

"Before I started working at the university, back in the mid-1990s, I saw the opportunities of digital technology but also the huge gap between that opportunity and the women on welfare I was working to help," explains Linda Tillman, who coordinates lab operations.

Tillman says that while working on another HUD project, she became intrigued with the potential that faith-based organizations have to help people overcome the digital divide. She approached Greensboro's New Light Baptist Church, which already was involved in reaching out to high-risk youth. Today, the church is one of the Community Empowerment Laboratory's most important partners, offering its strong experience with, and commitment to, serving the community as well as space for the lab's 17 computer workstations. The lab offers specialized courses in various aspects of computers and provides students with an opportunity to pursue their own projects during open hours. Those projects often include looking for jobs online.

Users of all ages benefit from lab services. For example, one former student, a high school dropout who had completed a GED program, worked as the lab's manager until she recently accepted a better paying position at a local private college.

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Along with New Light Church, the other main program partner is Dudley High School, which cooperates closely in presenting pre-SAT and computer competency courses to center students. Local agencies also are supportive. The Greensboro Police Department provides volunteers, and the city of Greensboro and the Greensboro Housing Authority help with outreach and link participants to supportive services as necessary. Staff members from the university provide technical support.

The Community Empowerment Laboratory serves about 150 people a week. Altogether, it has helped more than 5,000 people become more comfortable with computers.

For more information, contact Linda Tillman at (336) 334–7890.

Passaic County Community College

Paterson, New Jersey

Under-Construction Technology Center Is Already Changing City's Digital Culture

A 15,000-square-foot building that once housed an automotive repair shop in Paterson's Enterprise Zone has become the focal point of a citywide movement to help residents understand technology and use it to improve the quality of their lives. Ironically, the city-owned building that started this movement 2 years ago stands empty today, but that fact has not slowed the project's momentum.

By summer 2003 the building will house the Community Technology Center (CTC), a HSIAC-funded resource facility that Passaic County Community College (PCCC) plans to equip with a computer center, a television production studio, and classrooms. While waiting for the building to be renovated and outfitted, PCCC has been busy changing Paterson's culture.

Already the college has succeeded in establishing small technology centers in a public school, a Boys and Girls Club, and the city's main library and two of its branches. None of the libraries had ever housed a computer before. AmeriCorps volunteers now work as computer mentors to help local residents make meaningful use of the new facilities. CTC Director Gaby Rinkerman has trained community group leaders so they can teach technology skills to their constituents, who include children attending afterschool programs, adults enrolled in job-training courses, and immigrants learning to speak English. Soon, 30 public school teachers and nonprofit trainers will be learning ways to integrate technology into their classrooms during a 20-hour, PCCC-sponsored training program.

"We have tried to bring to city residents an awareness that there is a telecommunications infrastructure out there that plays a critical role in their daily lives, just like water and electricity do," says Thomas Lancaster, PCCC's director of school and government relations. "Ultimately, we want to help the city's workforce compete in a culture that has a computer in every aspect of it. We'd like to help Paterson turn toward the future. We saw the technology wave passing us by."

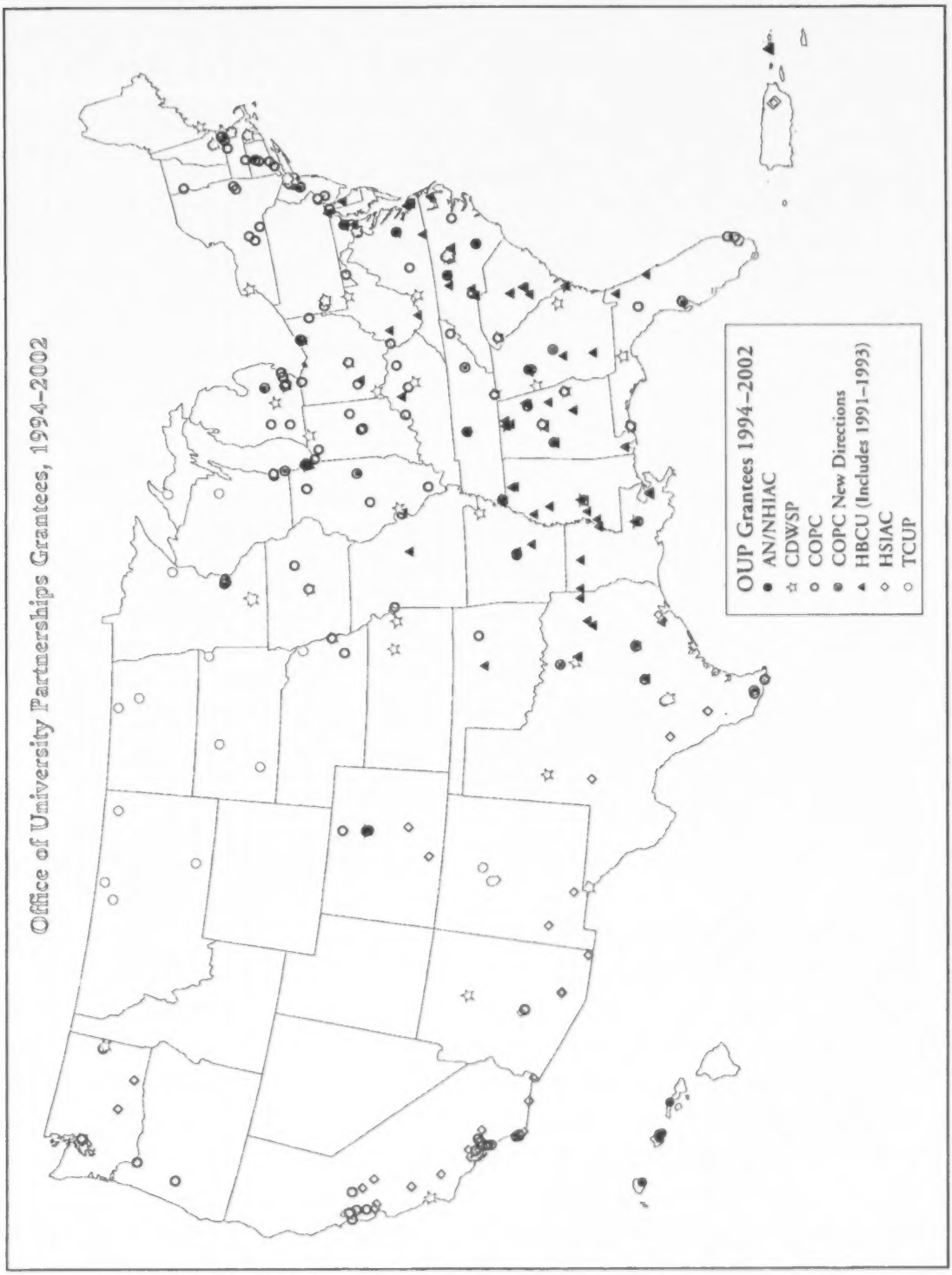
Although Paterson has an illustrious past—the steam engine and the submarine were developed in its factories—the need to create a brighter future is clear. Hit hard by the decline of American manufacturing, the city has no large, stable employers, and most residents, 90 percent of whom are minorities and immigrants, either work outside the city or in low-paying service-sector jobs. The unemployment rate is 15 percent.

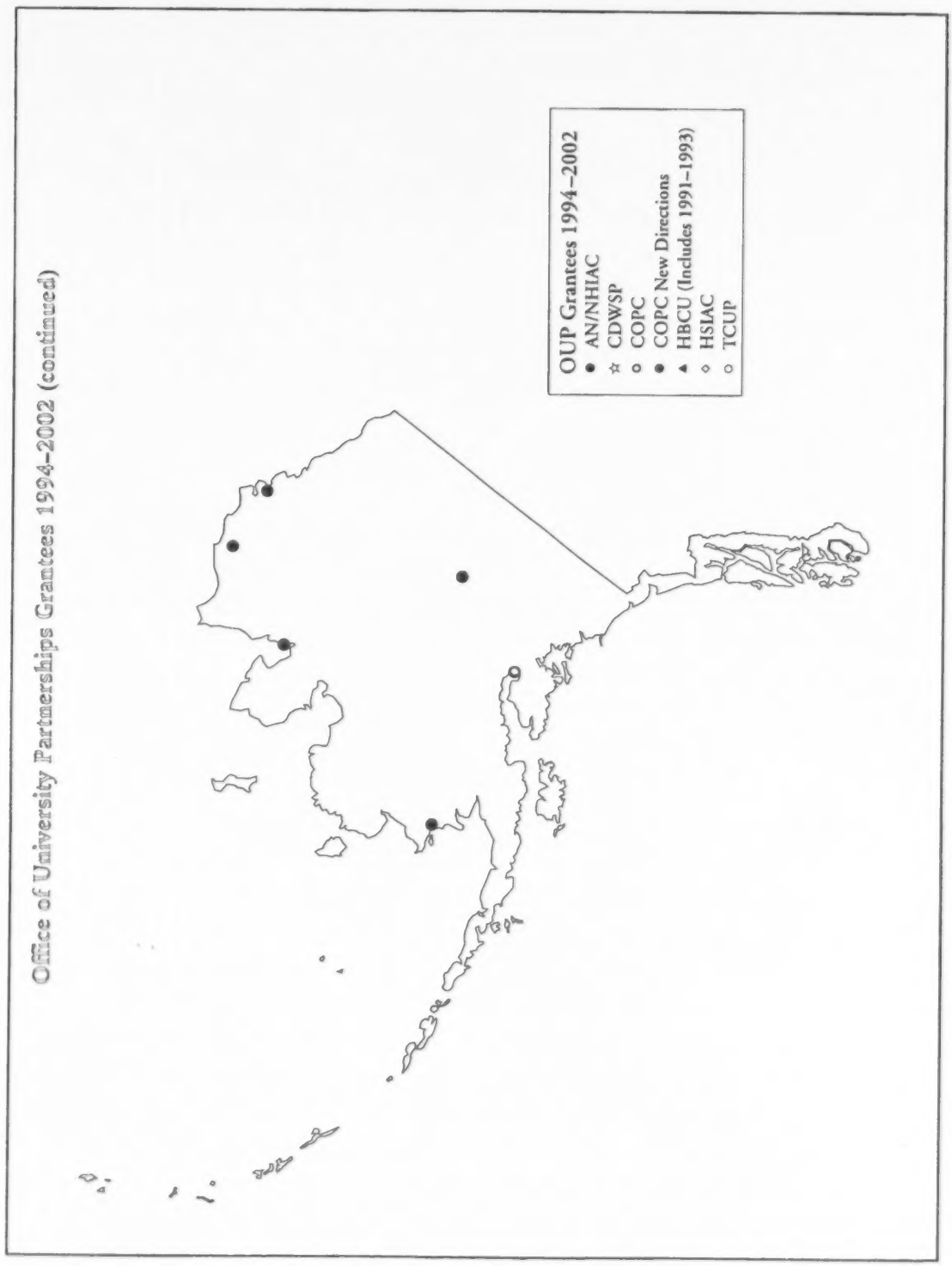
Eager to see this figure change, city, State, and Federal agencies have strongly supported CTC and its programs, says Todd Sorber, PCCC's director of institutional advancement. A $400,000 HSIAC grant has helped the college attract more than $1 million in funds from such supporters as the New Jersey Commission on Higher Education, the U.S. Department of Education, the U.S. Department of Commerce Economic Development Administration, the city of Paterson, Public Service Electric and Gas, and the Corporation for National Service. Additional partners include Verizon and the Paterson public schools. Congressman Bill Pascrell and PCCC President Steven M. Rose also have been staunch advocates of the CTC project.

The wealth of programming that PCCC and its partners have initiated over the past 2 years causes Rinkerman to joke that she is director of a "virtual" technology center. But, in spite of the humor, Rinkerman suggests that the programs have helped to build citywide anticipation for CTC's opening next year.

"In most projects, you go out, get resources, put a building in place, and then hope people will come to it," says Rinkerman. "We've done things a little differently. As a result, we think the demand for CTC programs will be tremendous right at the outset."

For more information, contact Todd Sorber at (973) 684–5656.


Office of University Partnerships Grantees, 1994–2002
OUP Grantees 1994–2002
AN/NHIAC
CDWSP
COPC
COPC New Directions
HBCU (Includes 1991–1993)
HSIAC
TCUP


Office of University Partnerships Grantees 1994–2002 (continued)
OUP Grantees 1994–2002
AN/NHIAC
CDWSP
COPC
COPC New Directions
HBCU (Includes 1991–1993)
HSIAC
TCUP

List of Grantees, 1994–2002*

* Includes HUD HBCU grants awarded between 1991 and 1993.

Alabama

Alabama A&M University
Alabama State University
Auburn University
Bishop State Community College
C.A. Fredd Technical College
Gadsden State Community College
J.F. Drake State Technology College
Lawson State Community College
Miles College
Oakwood College
Stillman College
Talladega College
University of Alabama at Birmingham

Alaska

Ilisagvik College
University of Alaska, Anchorage
University of Alaska, Fairbanks–Bristol Bay Campus
University of Alaska, Fairbanks–Chukchi Campus
University of Alaska, Fairbanks–Interior Aleutians Campus

Arizona

Arizona State University
Arizona Western College
Cochise College
Northern Arizona University
Phoenix College
Pima County Community College
University of Arizona

Arkansas

Arkansas Baptist College
Arkansas State University
Philander Smith College
Shorter College
University of Arkansas at Little Rock
University of Arkansas at Pine Bluff

California

California Polytechnic State University
California State University–Dominguez Hills
California State University–Hayward
California State University–Northridge
California State University–Pomona
Claremont Graduate University
Gavilan College
Los Angeles Mission College
Los Angeles Trade Technical College
Los Angeles Valley College
Merced College
Modesto Junior College
Occidental College
San Bernardino Community College
San Diego Community College District

San Diego State University–
Imperial Valley Campus
San Francisco State University
San Jose State University
Santa Ana College
Southwestern College
University of California–Berkeley
University of California–Irvine
University of California–Los Angeles
University of California–San Diego
University of the Pacific
University of San Diego
West Hills Community College
West Kern Community College District/
Taft College
Yosemite Community College District

Colorado

Adams State College
Colorado State University
University of Colorado, Denver
University of Denver–Colorado Seminary
University of Southern Colorado

Connecticut

Central Connecticut State University
Housatonic Community College
Trinity College
Yale University

Delaware

Delaware State University
University of Delaware

District of Columbia

Georgetown University
Howard University
Metropolitan Washington Council of
Governments
University of the District of Columbia

Florida

Barry University
Bethune-Cookman College
Edward Waters College
Florida A&M University
Florida Atlantic University
Florida International University
Florida State University
Miami-Dade Community College/
InterAmerican Campus
University of Florida
University of Miami
University of South Florida
University of West Florida

Georgia

Albany State University
Clark Atlanta University
Fort Valley State University
Georgia Institute of Technology
Georgia Southern University
Georgia State University
Interdenominational Theological Center
Mercer University
Morehouse College
Morris Brown College

Savannah State University
Spelman College
State University of West Georgia

Hawaii

Kauai Community College
Leeward Community College
Maui Community College
University of Hawaii–West Oahu
University of Hawaii at Manoa
Winward Community College

Illinois

DePaul University
Illinois Institute of Technology
Loyola University–Chicago
Northern Illinois University
Southern Illinois University Carbondale
Southern Illinois University Edwardsville
University of Chicago
University of Illinois at Chicago
University of Illinois at Springfield
University of Illinois at Urbana–Champaign

Indiana

Ball State University
Butler University
Indiana University
Indiana University–Northwest
Indiana University/Purdue University Indiana
Valparaiso University

Iowa

Iowa State University
University of Northern Iowa

Kansas

Donnelly College
Kansas State University
University of Kansas

Kentucky

Eastern Kentucky University
Kentucky State University
Morehead State University
University of Kentucky
University of Louisville

Louisiana

Dillard University
Grambling State University
Louisiana State University and A&M College
Southern University
Southern University and A&M College
Southern University at New Orleans
Southern University at Shreveport
Xavier University of Louisiana

Maine

University of Southern Maine

Maryland

Bowie State University
Coppin State College
Frostburg State University
Morgan State University
University of Maryland, Baltimore

Massachusetts

Fitchburg State College
Massachusetts Institute of Technology
Merrimack College

Northeastern University
Northern Essex Community College
Springfield College
University of Massachusetts–Boston
University of Massachusetts–Lowell

Michigan

Calvin College
Eastern Michigan University
Keweenaw Bay Ojibwa Community College
Michigan State University
University of Michigan
University of Michigan–Dearborn
University of Michigan–Flint
Wayne State University
Western Michigan University

Minnesota

Fond du Lac Tribal and Community College
Macalester College
Metropolitan State University
Minnesota State University
University of Minnesota

Mississippi

Alcorn State University
Coahoma Community College
Hinds Community College
Jackson State University
Mississippi Valley State University
Rust College
Tougaloo College

Missouri

Harris-Stowe State College
University of Missouri–Kansas City
University of Missouri–St. Louis

Montana

Ft. Belknap College
Ft. Peck Community College
Little Big Horn College
Stone Child College

Nebraska

Little Priest Tribal College
University of Nebraska–Lincoln
University of Nebraska–Omaha

New Hampshire

University of Southern New Hampshire–Manchester

New Jersey

Hudson County Community College
Kean University
Montclair State University
New Jersey City University
Passaic County Community College
Rowan University
Rutgers University

New Mexico

Albuquerque Technical Vocational Institute
Dona Ana Branch Community College
Institute of American Indian Arts
New Mexico State University

Southwestern Indian Polytechnic Institute
University of New Mexico
Western New Mexico University

New York

Barnard College
Boricua College
Bronx Community College
Brooklyn College
Buffalo State College
City College of New York
Columbia University
Cornell University
Hunter College
Lehman College
Medgar Evers College, CUNY
New School for Social Research
Pratt Institute
Rensselaer Polytechnic Institute
State University of New York at Binghamton
State University of New York at Buffalo
State University of New York at Cortland

North Carolina

Barber-Scotia College
Bennett College
Duke University
East Carolina University
Elizabeth City State University
Fayetteville State University
Johnson C. Smith University
North Carolina A&T State University
North Carolina Central University
Shaw University
St. Augustine's College
Triangle J Council of Governments
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
Winston-Salem State University

North Dakota

Cankdeska Cikana Community College
Turtle Mountain Community College

Ohio

Case Western Reserve University
Central State University
Cleveland State University
Ohio State University
University of Cincinnati
University of Toledo
Wright State University
Youngstown State University

Oklahoma

Langston University
Tulsa Community College

Oregon

Portland State University
University of Oregon

Pennsylvania

Carnegie Mellon University
Duquesne University
Lincoln University
Robert Morris University

Temple University
University of Pennsylvania
University of Pittsburgh

Puerto Rico

Universidad del Este
Universidad del Turabo
University of Puerto Rico–Rio Piedras Campus

Rhode Island

University of Rhode Island

South Carolina

Allen University
Benedict College
Claflin University
Clemson University
South Carolina State University
Voorhees College

South Dakota

Oglala Lakota College
Si Tanka College
Sisseton Wahpeton Community College

Tennessee

East Tennessee State University
Fisk University
LeMoyne-Owen College
Meharry Medical College
Tennessee State University
University of Memphis
University of Tennessee–Chattanooga
University of Tennessee–Knoxville
Vanderbilt University

Texas

Alamo Area Council of Governments
Del Mar College
El Paso Community College
Houston Community College
Huston-Tillotson College
Jarvis Christian College
Midland College
North Central Texas Council of Governments
Palo Alto College
Paul Quinn College
San Jacinto College North
Southwest Texas Junior College
St. Philip's College
Texas A&M International University
Texas A&M University
Texas College
Texas Southern University
Texas Tech University
University of North Texas
University of Texas at Austin
University of Texas at Brownsville
University of Texas at Brownsville and Texas Southmost College
University of Texas at El Paso
University of Texas at San Antonio
University of Texas Health Science Center at San Antonio
University of Texas–Pan American
University of the Incarnate Word
Wiley College

Vermont

University of Vermont

Virgin Islands

University of the Virgin Islands

Virginia

George Mason University

Hampton University

Lynchburg College

Norfolk State University

St. Paul's College

Tidewater Community College

Virginia Commonwealth University

Virginia Polytechnic Institute and State University

Virginia Union University

Washington

Columbia Basin College

Eastern Washington University

Seattle Central Community College

Spokane Falls Community College

University of Washington

Yakima Valley Community College

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Bluefield State College

Marshall University

West Virginia State College

West Virginia University

Wisconsin

College of Menominee Nation

Medical College of Wisconsin

University of Wisconsin–Milwaukee

University of Wisconsin–Parkside

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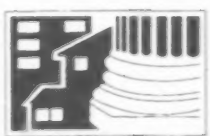

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